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RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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Volume 8 Number 9

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ED 075 687-076 850

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18¹ clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371**

Author(s). **Norberg, Kenneth D.**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif. Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449.**

Date published. **Pub Date—15 Apr 66 Contract—OEC-4-16-023**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66. Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

Alternate source for obtaining documents. **EDRS Price MF-\$0.65 HC-\$6.58**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli. Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.**

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). * **64**

Clearinghouse accession number. **AA 000 223**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials. **(AL)**

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in*Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
AC—Adult Education	5-10	LI—Library and Information Sciences	71-75
CG—Counseling and Personnel Services	10-16	PS—Early Childhood Education	75-81
CS—Reading and Communication Skills	16-32	RC—Rural Education and Small Schools	81-87
EA—Educational Management	32-42	SE—Science, Mathematics, and Environmental Education	87-103
EC—Exceptional Children	42-44	SO—Social Studies/Social Science Education	103-111
EM—Educational Media and Technology	44-55	SP—Teacher Education	111-123
FL—Languages and Linguistics	55-57	TM—Tests, Measurement, and Evaluation	123-136
HE—Higher Education	57-68	UD—Disadvantaged	136-140
JC—Junior Colleges	68-71	VT—Vocational and Technical Education	140-156

AC

ED 075 687 AC 012 630

Knight, David W. Friedman, Lora R.

Readings for Teachers of Reading in Adult Basic Education.

Mississippi State Dept. of Education, Jackson. Div. of Instruction; University of Southern Mississippi, Hattiesburg.

Pub Date 70

Note—333p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Adult Basic Education, Adult Literacy, *Basic Reading, Books, Functional Illiteracy, Instructional Materials, *Literacy Education, Reading Comprehension, Reading Diagnosis, Reading Instruction, Resource Materials, *Supplementary Reading Materials, *Teaching Methods

This book of readings accompanies the "Handbook for Teachers of Reading in Adult Basic Education"; each part is meant to supplement each chapter in the handbook. Articles are grouped into the following categories: (1) an overview of adult literacy training; (2) social and psychological bases of adult basic education; (3) basic reading skills; (4) comprehension; (5) measurement of reading performance; (6) organizing for individual differences: methods and materials; (7) evaluation; and (8) materials. (For related document, see AC 012859.) (Author/KM)

ED 075 688 AC 012 859

Friedman, Lora R. Knight, David W.

Handbook for Teachers of Reading in Adult Basic Education.

Mississippi State Dept. of Education, Jackson. Div. of Instruction; University of Southern Mississippi, Hattiesburg.

Pub Date 71

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Literacy, *Basic Reading, Bibliographies, Functional Illiteracy, Instructional Materials, *Literacy Education, Reading Comprehension, Reading Diagnosis, Reading Instruction, Resource Materials, *Teaching Guides, *Teaching Methods

This handbook is intended to give the working teacher some background and practical suggestions for helping adults become effective, independent readers. Chapters One and Two give a brief overview of adult literacy training and look at some of the basic human needs of adults who have returned to school. Chapters Three and Four define the basic reading skills and give ex-

amples of activities for learning these skills, examples for the teacher to build upon. Chapter Five, on measurement of reading performance, concerns ways to determine the skills a student has, the skills he needs to learn, and ways of implementing a diagnostic teaching-learning program. Chapter Six looks at students as individuals and as group members in order to help the teacher organize his students for most effective learning. Chapter Seven concerns evaluation of personal growth, materials, and the overall program. A list of supplementary reading is provided at the end of each chapter. A bibliography of materials and resources concludes the volume. (For related document, see AC 012630.) (Author/KM)

ED 075 689 AC 014 077

"Building Communication Skills: Home-School-Community" July 1, 1970 to June 30, 1972. Florence-Firestone Project. Final Report.

Los Angeles Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date 72

Grant—OEG-0-71-4395(324)

Note—314p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adult Basic Education, Adult Counseling, Audiolingual Methods, Communication Skills, *English (Second Language), Instructional Materials, *Mexican Americans, *Parent Education, Parent Participation, *Parent School Relationship, Program Descriptions

An English as a Second Language (ESL) project was conducted for parents of Mexican-American students in the Florence-Firestone neighborhood of Los Angeles. The major part of the curriculum was built on home-school communication to allow parents to learn the language of the school setting. Other objectives were to establish more effective dialogue between home, school and community and to encourage involvement in PTA, School Board and other public meetings. A bilingual counselor explained counseling services available for parents and students. Twenty-nine teachers offered morning and evening ESL classes for two academic years. Child care was available for day classes. Bilingual teacher aides were used. Seventy special lessons in home-school-community communication skills were developed, stressing the audiolingual approach. Community and city resources were widely used. Project accomplishments have been positive, as evidenced in: (1) the high attendance of Mexican-American parents at parent and civic meetings; (2) group orientations and individual

counseling; (3) the numerous social and cultural activities held on school sites; (4) student surveys showing that ESL lessons were instrumental in creating a better understanding of the school system; and (5) the positive opinion of the project held by parents, community leaders, and school personnel. The special lessons are provided. (KM)

ED 075 690 AC 014 143

Community Pride: An Oregon 4-H Activity Relating to Beautification and Conservation.

Oregon State Univ., Corvallis. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D. C. Extension Service.

Report No.—R-4-H-0214L

Pub Date 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Development, Community Programs, Conservation Education, *Extension Education, *Guides, *Youth Clubs

Identifiers—*Four H Clubs
The Community Pride program is a 4-H activity in conservation and beautification. Instructions for selecting and carrying out a Community Pride activity are presented: planning, organizing, and doing the project. Suggestions for possible activities are offered, and instructions for reporting the activity to the county extension office are given. The basis for evaluating projects is described, and a copy of the report form is provided. "Save Space for Beauty," a poem by Woodbridge Metcalf, Extension Forester Emeritus, concludes the booklet. (KM)

ED 075 691 AC 014 147

Rafacz, Bernard A. Foley, Paul P.

Preliminary Results on the Evaluation of a Fleet Post-Training Performance Evaluation Technique.

Naval Personnel Research and Development Lab., Washington, D.C.

Report No.—WTR-73-10

Pub Date Jan 73

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Military Personnel, *Norms, Performance Criteria, Predictor Variables, *Reliability, Statistical Analysis, *Task Performance, Technical Reports

A study was conducted by the Navy to develop and evaluate human performance reliability estimates for electronic maintenance. Data were collected using the Personnel Identification Information Forms, the Technical Proficiency Checkout Form, and the Job Performance Questionnaire.

6 Document Resumes

On the basis of the total number of uncommonly effective and the total number of uncommonly ineffective incidents of performance recorded on the JPO, four performance estimators were developed—series reliability estimate (SRE), series-parallel reliability estimate (PRE), geometric mean reliability estimate (GRE), and weighted-average reliability estimate (WRE). Relevant findings resulted mainly from an analysis of the distributional properties of the predictor and criterion variables. Only the predictor variable WRE could be termed normally distributed; the SRE, PRE, and GRE were extremely skewed. (KM)

ED 075 692 AC 014 153

Field, Donald R. O'Leary, Joseph T.
Social Groups as a Basis for Assessing Participation in Selected Water Activities.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Resources Research; Washington State Water Research Center, Seattle.

Pub Date 72

Note—18p.; Revision of a paper presented at the annual meeting of the Rural Sociological Society, Baton Rouge, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, Group Membership, *Participation, *Predictor Variables, *Recreational Activities, *Research Methodology, Social Factors, Technical Reports

Traditional activity research has relied upon social aggregate variables like occupation, income, education, age, and marital status almost entirely as a basis to predict demand for given activities. This is especially true for many studies completed on specific recreational sites where only participants are considered. However, once non-participants have been eliminated from consideration in the analysis, the major source of statistical difference measured by social aggregate variables has been removed, resulting in the failure of these variables alone to explain participation. An analysis strategy is proposed in which a social group variable might be employed in conjunction with social aggregate variables to enhance the measurement of participation in leisure activities. (Author)

ED 075 693 AC 014 166

Mezirow, Jack. And Others.
Analysis and Interpretation of ABE Experience in the Inner City: Toward a Theory of Practice in the Public Schools. Selected Action Implications for Urban ABE Directors.

Columbia Univ., New York, N.Y. Center for Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-0-9-422163-441(324)

Note—40p.; Working paper prepared for Regional Workshops May-June, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, *Adult Basic Education, Adult Education Programs, Curriculum Development, Effective Teaching, Instructional Improvement, *Instructional Staff, Program Improvement, *Program Planning, Recruitment

Findings from a survey and comparison of urban Adult Basic Education (ABE) programs generated several statements of action implications for urban ABE directors: (1) differentiate major target populations for purposes of program development and reporting; (2) make two parallel efforts to recruit participants—one for easiest-to-reach, middle class-oriented, undereducated adults, the other for hardest-to-reach, poorest, and least educated; (3) recognize the distinctive qualities and functions of community outreach and feeder classes; allocate resources to maximize their effectiveness; (4) exploit advantages of co-sponsorship and develop effective strategies for initiating and sustaining co-sponsor linkages; (5) recognize major dynamics of the ABE classroom aside from aiding content mastery to improve teacher performance; (6) encourage preparation of short-term instructional units which provide feedback on learner progress toward their goals; (7) incorporate systematic analysis of qualitative factors in program development and evaluation; (8) recognize the interrelatedness of instructional roles and utilize paraprofessionals and counselors to optimize instructional effectiveness; (9) allocate more resources for staff development

designed to deal with instruction and classroom interaction as it exists in reality; and (10) periodically review innovative program practices and systematically incorporate the most promising. (KM)

ED 075 694

Laloz, Raymond

The TEVEC Case: An Experiment in Adult Education Using the Multi-Media System. Experiments and Innovations in Education, No. 1.

International Bureau of Education, Geneva (Switzerland).

Pub Date 73

Note—75p.; Series also published in French and Spanish.

Available from—Unesco: IBE, Geneva, Switzerland (\$1.00)

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, Community Involvement, *Continuing Learning, *Educational Innovation, Educational Objectives, *Educational Television, Program Descriptions, Program Planning

Identifiers—Canada, *Quebec

The first in a series of UNESCO studies entitled Experiments and Innovations in Education concerns an educational television project in Quebec. The project was conceived as the most economical and effective way of providing lifelong education for Quebec's undereducated adult population. Emphasized in the report is the importance in educational innovation of originality in the fundamental objectives and clarity in formulating them. Topics included are: (1) the choice and precise formulation of objectives; (2) from the novelty of well-informed and well-formulated objectives to the multiple innovation system—conception of the television broadcast, from television as the favored medium to the multi-media system, from the multi-media system to the participation structure; (3) innovation from the design stage to the implementation stage. Specifics of the TEVEC project are tabulated in appendices. (KM)

ED 075 695

Gross, John G., Ed.

A Survey of Attitudes Toward Extension Programs in Carroll, Chariton and Saline Counties. Summary of Special Problem Report.

Missouri Univ., Columbia. Extension Education Dept.

Report No—Spec-R-23

Pub Date May 69

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Farmer Education, Communication Problems, *Extension Agents, *Extension Education, *Program Attitudes, Program Effectiveness, Rural Extension, *Surveys

A survey of attitudes toward extension programs in Carroll, Chariton and Saline counties, Missouri was conducted to serve as a basis for comparison for later study of the effectiveness of these programs. Extension clientele were surveyed concerning the extent to which the present programs were meeting their needs and expectations and their attitudes toward the change to area programming and area agent staff specialization. Usable responses to the six-page questionnaire for clientele totaled 391. A shorter questionnaire was used to determine the feelings of agents on specialization. Findings included: (1) the shift to area agent specialization has created slight problems in contacting agents; (2) 5 percent were dissatisfied with programs, 35 percent were satisfied, and 60 percent were neutral; (3) nearly all were in favor of working with youth groups other than 4-H; (4) 50 percent were in agreement with agent specialization—not considered a mandate in favor of the change; (5) people want a part in deciding program direction; and (6) role ambiguity and value conflict among agents as a result of agent specialization is widespread. (KM)

ED 075 696

Matteson, H. R. Thompson, J. F.

Why Farmers Persist in or Drop Out of Young Farmer Instructional Programs.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No—R2459

Pub Date Nov 72

Note—16p.

AC 014 187

Available from—University of Wisconsin, Agricultural Bulletin Bldg., 1535 Observatory Dr., Madison, Wis. 53706 (\$0.15, plus postage); Wisconsin Residents from County Extension Agents (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Adult Farmer Education, Agricultural Education, *Dropout Attitudes, Extension Education, Program Effectiveness, Rural Extension, *Student Attitudes, *Surveys, Technical Reports

A study was conducted to determine why some young farmers continue to attend Wisconsin's five-year (part-time) instructional program and others drop out. Specifically, both groups were compared in personal characteristics, satisfaction regarding in-class instruction, and relevance of program to student's needs. Mail questionnaires were sent to a random sample of everyone enrolled for at least one year since 1967; returns totaled 75 for dropouts and 195 for continuing students. It was concluded that: (1) dropouts were generally older and more established in farming—they were interested less in developing problem-solving abilities than in acquiring the most recent technological information; (2) respondents generally were satisfied with their instructors' teaching abilities; (3) general agreement existed that feeds and feeding, crop production, soils and fertilizers, and farm records should receive the most emphasis; (4) respondents were generally satisfied with the administration of the in-class instructional program; (5) more respondents placed greater emphasis on the on-farm instructional part than on the in-class part; and (6) two-thirds or more in each group indicated their needs were almost or completely met by these programs; reasons for dropping out were primarily of a personal nature. (KM)

ED 075 697

Monosmith, R. O. Banning, John

National Program of 4-H Youth Staff Development and Training. Progress Report July 14, 1971 - April 1, 1972.

National Four-H Club Foundation, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Apr 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Education, *Leadership Training, Management Development, National Organizations, Program Descriptions, Seminars, Staff Improvement, Workshops, *Youth Clubs, *Youth Leaders

Identifiers—*Four H Clubs, W K Kellogg Foundation

A progress report is provided concerning those 4-H Staff Development and Training programs conducted at the national level and partially financed by a W. K. Kellogg Foundation Grant. During the first three months of 1972, seven workshops or seminars were conducted at the National 4-H Center, involving 273 staff members from all 50 states, Puerto Rico and the Virgin Islands. Primary emphasis was on training State staff and building training models for State usage. The seven workshops or seminars were: seminar—youth involvement in community development, workshop—management for effective 4-H youth programs, experimental workshop—voluntary participation, seminar—models for volunteer leader forums, workshop—volunteer leadership development, workshop—new county extension agents doing 4-H work, and seminar—new State 4-H youth staff. Response was enthusiastic, and additional workshops and seminars for staff training are planned for 1972-73 FY. (KM)

ED 075 698

Procedures and Guidelines for Initiating and Conducting ECOP-Sponsored Staff Development Activities.

Department of Agriculture, Washington, D. C. Extension Service.

Report No—PSD-1-14-5-72

Pub Date [72]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Extension Agents, Extension Education, *Guides, Program Planning, *Program Proposals, *Staff Improvement, *Youth Clubs

Identifiers—*Four H Clubs

AC 014 223

A guide is presented for initiating and conducting ECOP-sponsored staff development activities, an ESUSDA and 4-H Club program. Overall procedures are listed, followed by a procedure flow chart, guidelines for preparing proposals, format for preparing proposals, proposal submission timing, role of the ES-USDA coordinator, and role of the Administrative Advisor. Attached are 4-H procedures and instructions in connection with financial arrangements and a copy of the 4-H club authorization form. (KM)

ED 075 699 AC 014 263
Land-Grant College Personnel Having Major Responsibility for Extension Training. State Staff Development Directory.

Department of Agriculture, Washington, D. C. Extension Service.

Report No.—PSD-1-8-3-72

Pub Date [72]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Directories, *Extension Education, Inservice Education, *Land Grant Universities, Staff Improvement, State Programs

A directory of land-grant college personnel having major responsibility for extension training is provided. Listings are in State order. Persons fulfilling one or more of the following responsibilities are listed: coordinator of staff development, orientation education responsibility, inservice education responsibility, and graduate education responsibility. Addresses and telephone numbers are provided. (KM)

ED 075 700 AC 014 332
Colorado State University (CSU) American Indian Adult Basic Education Teacher and Teacher Aide Training Project. Terminal Report June 30, 1971-December 31, 1972.

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date 72

Grant—OEG-0-71-3420(323)

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education Programs, *Adult Educators, *American Indians, *Inservice Teacher Education, Institutes (Training Programs), Professional Training, Program Descriptions, *Teacher Aides, Workshops

This program was designed to train teachers and aides working, or interested in working, in Adult Basic Education (ABE) programs on Indian reservations in 11 western and midwestern States. An Indian Advisory Council planned activities with Colorado State University staff. Plans involved an area-wide training institute at CSU to be followed by mini-workshops in each State or multi-State area and finally by reservation visits or on-site workshops. Workshop programs were designed to meet the expressed needs of teachers and aides. Where possible, Indian consultants conducted training. Individual competencies in the following were stressed: adult teaching and learning, cultural awareness and pride in heritage, and the subject areas of math, reading, social studies, and language arts. During an extension period, 16 consultant visits and/or workshops were conducted. Such topics as ESL, recruitment, motivation, curriculum, materials, consumer education, teaching techniques, and proposal writing were discussed. Evaluations from workshop participants showed that the most pressing problems in carrying out ABE programs on Indian reservations are motivation, recruitment, and materials. (KM)

ED 075 701 AC 014 338
Glickman, Albert S. And Others

Navy Career Motivation Programs in an All-Volunteer Condition: I. A Cognitive Map of Career Motivation. Technical Report.

American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—AIR-32201-3-73-TR; R73-3

Pub Date Mar 73

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, *Enlisted Men, *Military Training, Models, *Motivation Techniques, Post Secondary Education, Research Projects, Technical Reports, *Vocational Counseling, Volunteers, Young Adults
Identifiers—*United States Navy

This report traces the development of a model of Navy career motivation under the all-volunteer condition. This is an outgrowth of three interview studies in which information about factors influential in enlistment and reenlistment decision was elicited. Interviewee samples included men who were at various stages of considering enlistment in the Navy, as well as personnel in three shortage ratings at four points in their first enlistment. Key influences affecting enlistment decisions are explored. On the positive side, these include job training and educational opportunities, financial benefits, travel opportunities and support from peers. On the other side, associated with lack of interest in the Navy, are factors such as perceived loss of freedom, and incompatible job and educational goals. With personnel now in service, the latter factors were further explored in the context of actual experience. Perceived benefits of training and job satisfaction were associated with positive reenlistment intentions, and loss of freedom and unmet expectations were linked to separation intentions. On the basis of these interview data, a longitudinal model of career motivation is described and key points that may be susceptible to administrative intervention are cited. A set of suggestions from administrative experiments and possible means for implementing indicated changes aiming to enhance career motivation are then offered. (Author)

ED 075 702 AC 014 339
Adult Basic Education National Teacher Training Study. Part III: Survey of Needs.

Missouri Univ., Kansas City. Div. for Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Nov 72

Grant—OEG-0-71-4556(323)

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrator Attitudes, *Adult Basic Education, Adult Education Programs, Adult Educators, *Educational Needs, Inservice Teacher Education, *Student Attitudes, Student Needs, Surveys, *Teacher Attitudes

This report is the third issuing from the Feasibility Study of Multiple Alternatives for the Training of Adult Education Teachers and Administrators and reports the results of a survey of needs in Adult Basic Education (ABE). Data were collected through on-site administration of survey instrument to 1,182 ABE/GED students, 123 teachers, and 22 local program administrators. Results include the following: (1) groups appear to disagree on the objectives of ABE/GED programs and on who should formulate objectives; (2) attending students appear to have more positive attitudes concerning ABE/GED programs than do teachers; (3) all groups tend to prefer traditional patterns of class organization and types of instructional materials; (4) students prefer to be grouped by interest, whereas teachers and administrators believe in grouping by achievement level; (5) more Orientals, Puerto Ricans and "other Latins" chose literacy education as what they wanted to get out of ABE/GED, while more Caucasians chose "pass GED"; (6) females chose GED training as their goal more frequently than did males; (7) teachers think specially trained full-time ABE/GED teachers are most successful with these students; administrators think elementary teachers are; and (8) almost half the administrators thought subject matter courses would be the most helpful additional training for teachers; only 12.2% of the teachers agreed. (KM)

ED 075 703 AC 014 342
Bennett, Claude F.

Balanced Programming - What ES-USDA Staff Understands It to Be, How Much Commitment They Have to It, And What Difference the April, 1971 In-Depth Workshop Made: Recommendations for Further Staff Development to Achieve Balanced Programming.

Department of Agriculture, Washington, D. C. Extension Service.

Pub Date Sep 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Extension Agents, Extension Education, Inservice Education, *Program Attitudes, *Program Improvement, *Program Planning, Surveys, Workshops

The ES-USDA staff's understanding of, acceptance of, and perceived feasibility of balanced programming were measured before and after an ES-USDA workshop concerning the balanced programming concept. A semantic differential scale was used. Results showed that: (1) ES staff believes the following changes would be necessary for balanced programming—slightly less adult-oriented, much more racially liberal, much more low-income oriented, much more urban-oriented, much more socially (vs. technologically) oriented, slightly more oriented toward low education, moderately more community (rather than family) oriented, much more innovative, slightly more publically (vs. special interest) sanctioned, and much more politically bold; (2) only 30% of ES staff are committed to achieving program balance within the next 3-5 years; (3) the workshop increased staff preference for balanced programming; (4) the workshop decreased perceived feasibility of balanced programming. It is recommended that the feasibility of balanced programming be demonstrated to ES staff. (KM)

ED 075 704 AC 014 343

Banning, John W.

New Dimensions for Cooperative Extension's Youth Programs in the 70's.

Pub Date Nov 70

Note—23p.; Speech given before the Annual Meeting of the National Association of Extension 4-H Agents (Purdue Univ., November 1-5, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Disadvantaged Youth, *Educational Needs, *Extension Education, Land Grant Universities, Leadership Training, Program Planning, Speeches, *Youth Clubs, Youth Leaders
Identifiers—*Four H Clubs

The future of any society depends on how well it prepares its young people to make the decisions and carry the responsibilities of mature citizenship. There is much evidence that society is not measuring up in helping all youth become useful, well-informed, self-reliant, socially responsible people. The Cooperative Extension Service's youth programs will increase the productivity of over one million adults as they become inspired, more technically competent, and satisfied by programs of systematic training followed by work with young people. One of the greatest deterrents to poverty, the program is designed to assist disadvantaged rural and urban youth—to reach the most deprived and bring them into the mainstream of society. It will employ over 20,000 adults and teenagers and give them the inspiration and training to move into full-time employment and to move up the career ladder as far as their capabilities and desires permit. The implementation of this proposal can allow the land-grant university to extend its knowledge source and bring it to bear on the important needs of all youth—those who do not go on to college as well as those who do. (Author/KM)

ED 075 705 AC 014 344

Johnson, Hugh A. And Others

Private Outdoor Recreation Enterprises in Rural Appalachia.

Economic Research Service (DOA), Washington, D.C.

Report No.—ERS-429

Pub Date Nov 69

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Recreation, *Recreational Activities, *Recreational Facilities, *Rural Areas, *Surveys, Technical Reports

Identifiers—Alabama, *Appalachia, New York, North Carolina, Ohio, Pennsylvania, Tennessee

A study was undertaken to determine to what extent recreation enterprises in rural Appalachia can help meet the growing urban demands for outdoor recreation and provide profitable use of rural resources and employment for rural people. The analysis, drawn from a 1966 nationwide survey, included 35 campgrounds, 18 fishing areas, 14 vacation farms, 10 hunting areas, and 9 riding stables. In general, the kinds and qualities of facilities found in this survey have limited potential for expansion to meet increasing urban needs for outdoor recreation. Most of these recreation

enterprises were small, family-operated, and supplemented other major income sources. Capital investment specifically for recreation usually was small and often was undistinguishable from that of the overall farm. A minimum of facilities and services usually was provided. Relatively isolated locations and managerial disinterest in expansion helped keep these enterprises small. Occasional exceptions demonstrated that supplemental enterprises providing larger incomes can be established when favorable conditions exist. But managerial interest and capabilities often are major limitations. (Author/KM)

ED 075 706 AC 014 345
Discussions You Can Lead: A Guide for Discussion Leaders.

Massachusetts Univ., Amherst. Labor Relations and Research Center.

Note—50p.; OEO Trade Union Leadership Training Program for New England

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Leaders, Discussion (Teaching Technique), *Group Discussion, *Guides, Labor Unions, *Leadership Training. Effective ways to lead a discussion, developed in the OEO Trade Union Leadership Training Program for New England, are presented in this guide. General suggestions are followed by specific discussion outlines for these topics: what is poverty and why, the poor and the welfare system, rural poverty, the community power structure, the Kerner Report and the city, police and the poor, the economic and social consequences of transportation. A bibliography of suggested reading is included. (KM)

ED 075 707 AC 014 346
Education and Training, Ten Years of Progress.

Annual Report.
 Division of Manpower Development and Training, BAVT.

Report No.—DHEW-OE-72-117

Pub Date 72

Note—115p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (S/N 1780-1038, \$1.00 GPO Bookstore, \$1.25 domestic postpaid)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Vocational Education, Annual Reports, Career Opportunities, *Job Training, *Manpower Development, *National Programs, Program Administration, Program Evaluation, State Programs, Technical Education, Trade and Industrial Education
 Identifiers—*Manpower Development and Training Act

The tenth annual report on institutional training under the Manpower Development and Training Act is organized as follows: (1) MDTA institutional training highlights: 1962-71; (2) the program in profile—training opportunities, characteristics of institutional trainees, occupations of training, institutional training programs, state programs, national programs, training institutions, skills centers, opportunities industrialization centers, community colleges and institutional training, private schools, part-time training and individual referrals; (3) MDTA: career development—careers in the environmental occupations, careers in the medical occupations, minority business enterprise, training for persons in redevelopment areas, American Indians, training for correctional institution inmates, programs for veterans, programs with other government agencies, the Spanish-speaking, CAMPS; (4) improving program administration; and (5) measures of achievement—State program assessment, earnings of MDTA trainees, national evaluation studies, skills center study, quality and relevance evaluation study, MDTA outcomes study, systems analysis study, other national evaluation studies. Statistical tables and lists of manpower training skills centers and area manpower institutes for the development of staff (AMIDS) are contained in appendices. (KM)

ED 075 708 AC 014 347

Ahmed, Manzoor

Nonformal Education: Problems and Prospects.
 International Council for Educational Development, Essex, Conn.

Pub Date Dec 72

Note—24p.; Paper presented at American Association for the Advancement of Science Meeting (139th, Washington, D. C., December 26-31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Continuous Learning, *Developing Nations, Economic Development, *Educational Change, Educational Philosophy, *Educational Planning, *Nonformal Education, *Rural Development, Speeches

The confluence of three major forces has given a new significance to nonformal education for the developing countries—denied educational opportunities and resource constraints, questions about the relevance of formal education, and growing awareness of the importance of lifelong education. The absence of inadequacies of concepts and priorities of rural development are a fundamental impediment to the progress of nonformal education because they should set the context for education, help define the educational tasks, and provide the criteria for assessing educational performance. Signs of progress in overcoming this obstacle are indicated in that economists and development planners have become disillusioned with the relentless pursuit of the growth of GNP and are making the elimination of problems of poverty one of the goals of development. Educational obstacles to the progress of nonformal education include: the narrowness of the concept of education; fragmentation of organization and program; resource problems; problems of knowledge, techniques, and capabilities; and the responsibilities of international agencies. Major features of the new learning system, if continued progress is made, will be: wider distribution of education and structural flexibility, freedom of education from lock-steps of levels and grades, enlargement of educational resources, shared responsibilities between schools and employing agencies for occupational preparation, and local variations and flexibility. (KM)

ED 075 709 AC 014 348

Niehoff, R. O. Wilder, Bernard

Observations, Learnings and Reflections on Non-Formal Education Derived from the Ethiopian Country Study of Education.

Pub Date [72]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Continuous Learning, *Developing Nations, *Educational Change, *Educational Planning, Literacy Education, National Programs, *Nonformal Education, *Rural Development, Speeches
 Identifiers—Ethiopia

Ethiopia's Education Sector Review and a subsequent symposium set up a framework and guidelines for incorporating, integrating and financing a nonformal component in a comprehensive educational system for Ethiopia. Most of the governmentally sponsored educational activities now classified as NFE are conducted by organizations other than the Ministry of Education. The extensive experience of missionary and other private organizations and the more recent experience of the agricultural development programs need to be analyzed for the guidance of the expanded NFE program. Examination of programs designed to promote development in rural areas has demonstrated the learning abilities and adaptability of illiterate persons and the usefulness of rural leaders. Linkages between formal and nonformal education are currently very limited and must be greatly strengthened to meet NFE objectives. The approaches and programs for literacy training must be thoroughly evaluated before additional resources are allocated to it. Operational research should be built into NFE planning and activities to provide data for decision-makers. The Sector Review was successful partly because it was comprehensive and realistic. (KM)

ED 075 710 AC 014 349

Harbison, Frederick

National Development and Non-Formal Education.

Pub Date 14 May 71

Note—9p.; Paper presented at the Seminar on Non-Formal Education of the Southeast Asia Development Assistance Group, May 13-14, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, Adult Vocational Education, *Developing Nations, *Economic Development, *Educational Change, Educational Innovation, Educational Needs, *Educational Planning, *Nonformal Education, Rural Development, Speeches
 Nonformal education, though unsystematized, is of at least equal importance with formal

schooling in developing countries. Nonformal education can be classified as follows: (1) activities oriented primarily to development of the employed manpower; (2) activities designed to facilitate access to employment; and (3) activities not specifically related to labor force participation. Their contribution to national development is far-reaching. In some cases, non-formal education is the only practical means of skill and knowledge development; in others, it offers an alternative, and often a more effective one, to education and training than formal schooling; in most cases, it can supplement, extend, and improve the processes of formal education. The formulation of a strategy for development of non-formal education is no easy task. An initial step would be to identify the principal target groups, to specify the actual and possible roles of both formal and non-formal education in their development, to evaluate alternatives, and to select "leverage points" where more concentrated efforts would have the highest payoffs. The costeffectiveness of these efforts should be objectively analyzed by systematic tracing of the employment and career pathways of persons who have participated in the various programs. (Author/KM)

ED 075 711 AC 014 350

Neas, Ethel Josephine And Others

Factors Influencing Blount County, Tennessee Home Demonstration Club Members' Use of Consumer Credit. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Report No.—Ext-Stud-41; SC-830

Pub Date Dec 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consumer Economics, *Extension Education, Females, *Money Management, *Research Design, Statistical Data
 Identifiers—Blount County, Tennessee

A study was made of the use of consumer credit by Home Demonstration Club (HDC) members in Blount County, Tennessee, as a basis for planning educational programs. Data were secured by group interviews from 237 Home Demonstration Club members representing 24 clubs. The data were classified according to the members use of consumer credit: those who were using consumer credit and those who were not. Of the group, 162 were using some form of consumer credit. Twenty-two variables were identified and used as a basis of comparison. Contingency tables were used to show the relationship between the dependent and the independent variables. Chi square values were accepted as statistically significant at the .05 level. Use of loans by the members was found to be significantly related to the following personal and/or family characteristics: age of respondents, marital status, place of residence, having one or more children, total number of children living at home, occupation of husband, total family income, use of credit cards, number of items purchased on credit, and feelings concerning overuse of credit. Characteristics not significantly related to members' use of consumer credit were: number of years as HDC member, level of education, and frequency of family income. Implications and recommendations are made. (Author/DB)

ED 075 712 AC 014 351

Pioneering a Profession in Canada. Graduate Study in Adult Education at the University of British Columbia 1961-1972.

British Columbia Univ., Vancouver. Faculty of Education.

Pub Date 73

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, College Curriculum, Curriculum Design, Enrollment Rate, *Graduate Study, Higher Education, *Professional Education, *Program Descriptions, *Student Characteristics
 Identifiers—*Canada

The five chapters in this publication relate to the development of the program of graduate study in adult education at the University of British Columbia. Chapter 1, The Origin and Form of Graduate Study, by Coolie Verner and Alberta Johnston, discusses: The Nature of Adult Education (The Field, The Discipline, The Profession), The Graduate Program (Structure, Program, Core Content, The Learning Environ-

ment, Research, and Service), and Prognosis. In Chapter II, Graduate Programs and Graduates, by James E. Thornton, Alberta Johnston, Francis Mitchell, Nick Rubidge, and Murat Demiry, the topics discussed are: Programs (Requirements, Adult Education Courses), Course Enrollments (Undergraduate Courses, Graduate Courses), Summer School, and Graduates (Duration of Program, Personal Characteristics, Mobility). The discussions in Chapter III, The Diploma in Adult Education, by John A. Niemi and Jim Valley, center around: Administration, Enrollment, Program (Academic Courses, Internship), The Graduates, and Concerns and Trends. Chapter IV, Field Service Activities, by James E. Thornton, Marvin Lamoureux, and Pirkko Jussila, discusses: Short Course, Workshop or Institute (Teaching Adults: An Introductory Course), Lecture and Seminar Presentations, Other Activities and Services, Correspondence Courses, and Visiting Adult Educators. The final Chapter V, Research, by Gary Dickinson, Adrian Blunt, and Alexander McGeehaen, presents: Research Orientation, Degree Research, Non-Degree Research and Publications, Support for Research, Contributions of Research, and Trends and Prospects. Three appendices provide lists of graduates, theses and dissertations, and research-based publications. (DB)

ED 075 713 AC 014 352
Mental Health: Principles and Training Techniques in Nursing Home Care.

National Inst. of Mental Health, Rockville, Md.
Report No.—DHEW-HSM-73-9046
Pub Date 72

Note—100p.; Papers presented at National Conference on Bridging Continuing Education and Mental Health in Long-Term Skilled Institutional Care for the Elderly (Washington, D. C., May 14-16, 1972)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, Attendant Training, Conference Reports, *Geriatrics, Institutionalized (Persons), *Mental Health Programs, *Nursing Homes, *Older Adults, *Professional Continuing Education

Material developed for a national conference of leaders in the applied and theoretical sectors of gerontology, mental health, and nursing home administration is provided in these proceedings. The purposes of the conference were to: develop priorities for populations for whom training would be offered; identify mental health content that is appropriate for inclusion in training programs; analyze ways in which projected content can best be translated into educational models; and identify potential organizations or groups of organizations for carrying out the program. The sections of the proceedings are as follows: Foreword; Prefatory Remarks; Introduction, by Jerome Kaplan; Themes and Issues—Major Perspectives, by Walther M. Beattie, Jr.; The Concept of Wholeness in Long-Term Care Facilities; An Examination of Mental Health Principles by a Psychiatrist, an Administrator, and an Educator—Concerning Decent Institutional Care, by Robert N. Butler; Continuing Education in a Long-Term Care Facility, by Arthur Waldman; The Educational Experience and the Role of the Educator in Training for Long-Term Care, by Jerome Hammerman. In addition, material prepared by conference participants, consisting of 32 papers, as aids in designing educational programs for administrators and staff of long-term care facilities is provided. A list of conference participants, a copy of the conference format, and a bibliography are included. (DB)

ED 075 714 AC 014 353

Valverde, Horace H. And Others
Annotated Bibliography of the Advanced Systems Division Reports (1950-1972).

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.
Report No.—AFHRL-TR-72-43
Pub Date Mar 73
Note—265p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracts, *Annotated Bibliographies, *Equipment, Military Personnel, Military Services, *Military Training, Technical Reports, *Training Techniques

The Advanced Systems Division of the Air Force Human Resources Laboratory, Air Force Systems Command conducts research and development in the areas of training techniques, psychological and engineering aspects of training equipment, and personnel and training factors in the design of new systems and equipment. This unclassified, unlimited annotated bibliography lists the memorandum reports, technical reports, and journal articles prepared by the Advanced Systems Division from 1950 until the end of 1972. The citations are arranged chronologically by year and alphabetically by author within each year. Three indexes are included: (1) the Author, Category, and Abstract Number Index, (2) Subject Index, and (3) the Memorandum Reports, Technical Notes, and Technical Reports Index. (Author)

ED 075 715 AC 014 354

Steele, Sara M.

Contemporary Approaches to Program Evaluation and Their Implications for Evaluating Programs for Disadvantaged Adults.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 19 May 73

Note—266p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Education Programs, Bibliographies, *Disadvantaged Groups, *Evaluation Techniques, Guides, *Program Evaluation, Taxonomy

Designed as a reference to contemporary evaluation approaches, this monograph brings together a variety of old and new frameworks and ideas about evaluation and shows how they are related to one another. Section I provides an overview of the contemporary evaluation scene. Section III presents summaries of over 50 approaches to evaluation from a variety of social fields, some preliminary sketches and others extensively developed. The middle section provides guidelines on how to sort these out—how to choose and use evaluation approaches. Appendixes give condensed contemporary program evaluation approaches, evaluation approaches categorized by field of origin, and a try at developing a taxonomy of program evaluation. There is an extensive bibliography, an index of authors, and an index of approaches. (Author)

ED 075 716 AC 014 355

Stein, Annette S.

Analysis of Word Frequencies in the Spoken Language of Adult Black Illiterates. Final Report.

State Univ. of New York, Buffalo. Dept. of Elementary and Remedial Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-B-018

Pub Date Sep 72

Grant—GEG-2-71-0018

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Adult Literacy, *Basic Vocabulary, Disadvantaged Groups, *Functional Illiteracy, Linguistics, *Negro Dialects, Oral Communication, Research Reviews (Publications), *Word Lists

Efforts to substantially reduce adult illiteracy in the United States have been largely unsuccessful. The purpose of this study was to obtain a basic word list, based on oral vocabulary of adult black illiterates in two urban centers, which could subsequently be used to develop basic education reading materials, reading tests, and a readability formula. A sample of 263,727 words was obtained from interviews with 128 Negro informants enrolled in ABE classes, representing a subset of the total spoken vocabulary that can be used by the population. The resulting word list was examined for the effect of geographic area (Buffalo and Chicago), age and sex of informants, and race and sex of interviewer. A group of ten informants was also interviewed a second time to determine effect of change in stimulus questions. Chi-square tests were used on the one thousand most frequently used words; for the five variables tested, no significant differences were found (.01 level). The effect of change in stimulus was significant, with differences occurring in words of lesser frequency. However, the vocabulary list based on 128 interviews is considered a valid list

for the population sampled and can be used for production of ABE materials. (Author)

ED 075 717 AC 014 356

Sarvis, Robert E.

Educational Needs of the Elderly: Their Relationships to Educational Institutions. Final Report.

Edmonds Community Coll., Lynwood, Wash.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-J-051

Pub Date Mar 73

Contract—OEC-X-71-0029(057)

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, Age Differences, *College Role, Community Colleges, *Educational Needs, Interviews, *Middle Aged, *Older Adults, Pilot Projects, Program Planning, Questionnaires, Research Methodology, Technical Reports

Identifiers—*Washington State

Results are reported of a study made in Washington State to (1) discover educational constraints of the elderly, (2) identify the scope of educational opportunities and planning by community colleges, and (3) assess on-going programs. Questionnaires and interviews were utilized to obtain opinions of and data about urban and rural elderly citizens concerning their education and educational expectations. In addition, questionnaires were used to collect data from 22 community colleges, and 8 community college administrators were interviewed. The results of the study were compared with a pilot program conducted by Edmonds Community College at two senior centers. From the results of the study, it is concluded that: (1) while the educational needs of the elderly are as diverse as those of other age groups, the intensity of those needs is considerably diminished; (2) older persons share a common need to reevaluate what contributive channels remain open to them; (3) older persons who attend a multipurpose senior center on a regular basis place high values upon the center's activities in which they play a contributing role; and (4) courses which require a minimal tuition charge (e.g., one dollar per credit hour) are valued higher than those for which there is no charge. The study also shows that the choice by administrators of courses thought to be popular with the elderly is quite different from those expressed by the elderly. Appendices provide the Questionnaire, Interview Guide, Inventory of Abilities/Disabilities, Survey of State Community College Efforts, Sample Letter from Senior Citizen, Sample Course Offering, Elderly Needs, and Course Titles. (DB)

ED 075 718 AC 014 361

Hall, Vaughn L.

Vocational Rehabilitation of Disabled Public Assistance Clients. Final Report.

Utah State Board of Education, Salt Lake City. Div. of Rehabilitation Services.

Report No.—PB-214-318; SRS-RD-1514

Pub Date 19 Jan 71

Note—94p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-214 318, MF \$0.95, HC \$4.85)

Document Not Available from EDRS.

Descriptors—Adult Education Programs, *Adult Vocational Education, *Handicapped, Job Training, Manpower Utilization, Mentally Handicapped, Physically Handicapped, Technical Reports, *Vocational Rehabilitation, *Welfare Recipients

The project provided a program of intensive, comprehensive rehabilitation services to a selected group of disabled applicants and recipients of DPW benefits. Systems were developed to identify and refer potential clients for DVR services and to provide appropriate DVR services for rehabilitation into gainful employment. A 3 year project is reported. Twenty-nine percent (247) were rehabilitated at a cost per rehabilitated closure of \$918.36, representing an overall savings of public welfare funds for these clients of \$174,227 per annum. The development of DPW and DVR unit teams with clearly defined areas of responsibility was instrumental in the success of the project. (Author)

ED 075 719 AC 014 362

Haich, Richard S. And Others

Airman Training Line Simulator.

Decision Systems Associates, Inc., Rockville, Md.
Report No.—AD-754-851; AFHRL-TR-72-69
Pub Date Aug 72
Note—99p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 851, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Programs, *Mathematical Models, Military Personnel, *Military Training, Personnel Management, *Simulators, Technical Reports

Identifiers—Airman Training Line Simulator

The Airman Training Line Simulator was designed as a managerial aid for investigating and evaluating the various and diverse policy interaction which impact on basic military training and entry-level technical training courses. The user's manual provides user-oriented documentation on the concepts and logic underlying the model. The presentation includes: a comprehensive overview of the system; a description of the simulator's modules and the interrelationships of their inputs and outputs; detailed instructions on input card formats, with appropriate discussion as to the relationship between input parameters and applications of the model; and a description and explanation of reports generated by the simulator and the relationship between individual input data items and output report items. (Author)

ED 075 720 AC 014 363
Humza, Albert J.

The Role of Labor, Management, a University, and Public Vocational Rehabilitation Agency in Serving Disabled, Disadvantaged Workers. Final Report, 1968-71.

New Jersey State Dept. of Labor and Industry, Trenton. Rehabilitation Commission.

Report No.—PB-214-488; SRS-12-55020

Pub Date Jun 71

Note—192p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-214 488, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Disadvantaged Groups, Fringe Benefits, *Handicapped, Industrial Relations, *Labor Force, *Management, Manpower Utilization, Program Descriptions, *Public Health, Rehabilitation Counseling, Rehabilitation Programs, *Vocational Rehabilitation

A 1968-1971 labor-management-rehabilitation (LMR) project revealed rehabilitation gaps in health benefit plans, instances where formal job security was based on the contractual principles of seniority and ability and general lack of retraining and education provisions for disabled employees who sought new jobs. The investigators sought to find disabled workers and members of their families through their work organizations, to deliver available public rehabilitation services to them, to conduct a multi-level education program on work structures and vocational rehabilitation for both labor leaders and rehabilitation counselors, and to research the vocational rehabilitation world of workplace and disabled workers. (Author)

ED 075 721 AC 014 364

Kutner, Bernard And Others

From Hospital to Community: A Self-Help Program to Promote the Transition.

Yeshiva Univ., Bronx, N.Y. Albert Einstein Coll. of Medicine.

Report No.—PB-214-397-2; SRS-RD-1924

Pub Date Mar 71

Note—122p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-214 397/2, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Community Relations, Demonstration Projects, *Manpower Utilization, *Physically Handicapped, Program Descriptions, *Self Help Programs, *Vocational Rehabilitation

Identifiers—*Mobilization for Maturity Project
Vocational placement, social needs, and the lack of proper transportation for disabled persons are major problems to be solved if physically handicapped people are to function in community life. Mobilization for Maturity was a 3-year research and demonstration project which utilized a self-help approach to help disabled people to re-enter community life after long-term hospitalization. During the 3-year project, the initial membership was studied intensively in before-

and-after interviews spaced one year apart. (Author)

ED 075 722 AC 014 365

Lecznar, William B.

The Road to Work: Technical School Training or Directed Duty Assignment.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AD-754-845; AFHRL-TR-72-29

Pub Date Apr 72

Note—30p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 845, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, *Comparative Analysis, *Enlisted Men, *Military Training, Off the Job Training, On the Job Training, Teaching Methods, Technical Reports, *Training Techniques

The study explored the question of differences between airmen who were assigned to jobs following graduation from formal resident training schools and those who entered a field as on-the-job trainees. Eight career fields which had substantial numbers of airman input as low-ability personnel under Project 100,000 were studied. Evaluations of technical school graduates and directed duty assignees were made in terms of six criteria: a job difficulty index, average task difficulty, number of tasks performed, job interest, self-report of utilization of talent and training, and overall performance ratings. Using the multiple linear regression model, with time in service as a concomitant variable interacting with the training type membership categories (i.e., resident technical course or direct assignment) and with aptitude held constant, tests of the significance in difference between regression lines were made. (Author)

ED 075 723 AC 014 366

Test Administrator's Handbook and Student Instructions for Job-Task Performance Tests for Doppler Radar, AN/APN-147 and its Computer AN/ASN-35, and Associated Test Equipment and Hand Tools. Report for June-December 1972.

Matrix Research Co., Alexandria, Va.

Report No.—AD-754-497

Pub Date 12 Jan 73

Note—384p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754-497, MF \$0.95, HC \$6.00)

Document Not Available from EDRS.

Descriptors—*Electronic Technicians, Guides, *Manuals, *Performance Tests, Radar, *Task Performance, Testing, *Tests

The handbook covers a comprehensive series of Job-Task Performance Tests for the Doppler Radar (AN/APN) and its Associated Computer (AN/ASN-35). The test series has been developed to measure job performance of the electronic technician. These tests encompass all phases of day-to-day preventative and corrective maintenance that technicians are responsible for in their respective repair activities. Instructions for test administration and student instructions are included. (Author)

ED 075 724 AC 014 368

Isolated Apprenticeship Program. Final Report on Phase 2.

New Mexico State Dept. of Education, Santa Fe.

Report No.—COM-73-10167; FCRC-TA-311-112-035

Pub Date 1 Jul 72

Note—55p.

Available from—National Technical Information Service, Springfield, Va. 22151 (COM-73-10167, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Apprenticeships, *Correspondence Courses, Home Study, *Job Skills, Program Descriptions, *Vocational Education

Identifiers—*New Mexico

A study is reported on the isolated correspondence courses offered in vocational areas by the New Mexico State Department of Vocational Education. Some courses which were offered were appliance servicing, automobile mechanics, cabinet making, meatcutting, refrigeration, and welding. (Author)

ED 075 725 AC 014 369
Operation Young Adults -- A Work Study Program. Final Report, 1 July 1970 to 31 August 1972

Rochester Jobs, Inc., N.Y.

Report No.—DLMA-82-34-70-33-2; PB-214-578-7

Pub Date Oct 72

Note—266p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-214 578/7, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Academic Education, *Dropout Prevention, *Dropout Rehabilitation, Program Descriptions, Secondary Grades, *Team Teaching, Vocational Education, *Work Study Programs, *Young Adults

Identifiers—*Operation Young Adults

A program is reported for potential and actual high school dropouts that combines academic courses with work experience, and is designed to demonstrate the relationship between education and the world of work. Some of the objectives of the program were to test the feasibility of a joint educational approach of trade instructors and academic teachers, to prepare students to attain a high school diploma or a high school equivalency diploma, and to experiment with occupational oriented educational approaches. (Author)

ED 075 726 AC 014 372

Waag, Wayne L. Shannon, Richard H.

The Effects of Instructor Differences Upon Student Progress in Naval Aviation Training. Medical Research Progress No. 4.

Naval Aerospace Medical Research Lab., Pensacola, Fla.

Report No.—AD-754-757; NAMRL-1171

Pub Date 10 Nov 72

Note—16p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 757, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Flight Training, Military Personnel, *Military Training, Student Evaluation, *Student Teacher Relationship, *Teacher Characteristics, *Teacher Evaluation, Technical Reports

Identifiers—*United States Navy

The investigation attempted to determine: whether instructor differences could be measured quantitatively; if such differences affected the grades which they assigned; if such differences affected the student's progress through the flight training program. Using an unstructured rating form, it was found that reliable instructor differences could be identified in terms of how they characteristically evaluate students. Furthermore, such differences were found to affect the grades which they assigned, although the magnitude of such effects was quite small. Moreover, these differences were not found to affect the student's progress through the program in terms of his pipeline support the contention that flight instructor standardization procedures from an operational point of view have been successful. (Author)

CG

ED 075 727 CG 007 752

Drugs in Our Schools: Hearings before the Select Committee on Crime. House of Representatives, Ninety-Second Congress, Second Session: New York City.

Congress of the U.S., Washington, D.C. House Select Committee on Crime.

Pub Date 72

Note—514p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.50)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*City Problems, City Wide Programs, *Drug Abuse, Drug Addiction, *Drug Legislation, Legislation, *Legislators, Marihuana, *Narcotics, Publications, School Personnel, School Policy, Socially Deviant Behavior, Social Problems, Urban Schools
Identifiers—Congressional Hearings, New York City

This document is a collection of the second session of hearings on drug abuse in the schools, conducted for the House of Representatives' Select Committee on Crime. This particular part delves into the drug problem in New York City. Witnesses from this city whose statements were heard in the 1972 hearings include school teachers, former drug addicts, undercover police officers, district attorneys, school principals, and executive administrators of city school systems. Relevant data are included in tables and charts throughout the documents. The findings on the other cities involved in these hearings can be found in the ERIC collection. (SES)

ED 075 728 CG 007 865

Anderson, Herbert
Learning and Teaching About Death and Dying.
Princeton Theological Seminary, N.J.
Pub Date 72
Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Church Related Colleges, Course Content, *Course Descriptions, Course Evaluation, Course Objectives, *Curriculum Guides, *Death, Student Evaluation, Teaching Methods, Teaching Procedures, *Theological Education

This paper is divided into two parts; the first is an attempt to organize the various dimensions of death education in order to clarify educational foci appropriate to different needs for learning about death and dying. These dimensions of death education include: (1) the acceptance of living and dying as concomitant aspects of human enfolding; (2) the use of death to learn how to value life; (3) the specific needs of those who are dying; and (4) the understanding required by professional caretakers of the dying and grieving. The second part of the paper includes an outline of a course on death for prospective pastoral caretakers and some reflections on that process. Detailed references and a course outline form the Princeton Theological Seminary are included. (Author/SES)

ED 075 729 CG 007 878

Johnson, Clarence D. Hopkins, Bobby R.
Orange County Dropout Prediction Study.
Orange County Dept. of Education, Santa Ana, Calif.

Pub Date Sep 72

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Dropout Attitudes, *Dropout Characteristics, Dropout Identification, *Dropout Prevention, *Dropout Research, *Elementary School Students, Literature Reviews, *Longitudinal Studies, Research Projects, School Personnel, School Responsibility, Secondary School Students

This longitudinal study was conducted to determine what factors present at the sixth grade level would cause a student to be dropout prone. The specific objectives were: 1.) to ascertain what characteristics are associated with the future school dropout; 2.) to develop a regression equation to assist in the identification of potential future dropouts; 3.) to determine the extent to which school personnel can accurately identify dropout prone sixth grade students; and 4.) to examine the stability of aptitudinal, achievement, and residential data for both dropout and non-dropout students. A sample was drawn of 2400 sixth grade students. Study results identified such predictive variables as attendance record, citizenship average, academic GPA, as well as teacher's estimate of the pupil's feeling toward authority, assumption of responsibility, playground behavior, and perception of abstract concepts. Findings also suggest that school personnel's informal estimate of dropout potential may be useful in identifying those most and least likely to drop out. References are included. (Author/SES)

ED 075 730 CG 007 932

Davidshofer, Charles O.
Career Development Groups: Why We Did It!
Colorado State Univ., Ft. Collins.

Pub Date Feb 73

Note—7p.; Presented at American Personnel and Guidance Association, San Diego, California, February 9-12, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Career Planning, *College Students, Counseling, Counseling Effectiveness, Counseling Programs, *Group

Counseling, Occupational Choice, *Occupational Information, Program Descriptions, *Vocational Counseling, *Vocational Development

The document presents a program of career development groups initiated in a university setting to meet the increasing demand for vocational counseling, as well as from a general discontent with traditional one-to-one individual counseling. Structured exercises were designed to actively involve participants in occupational information-seeking behavior, while specific tasks taught student to explore the world of work through exposure to campus and community resources. Group members shared information they had gathered during the three one hour sessions when the group met. In addition, personality and interest tests were administered and discussed in relation to other factors that influence a career decision. Specific plans for evaluation were developed and initiated after the program was developed to its present format; thus data available for analysis are limited. The measure of vocational attitude maturity used in the project was Crites' Vocational Development Inventory. (Author/SES)

ED 075 731 CG 007 942

Grosz, Richard D. Joseph, Catherine D.
Vocational Interests of Black College Women.
Colorado Univ., Boulder.

Pub Date Jan 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *College Students, *Cultural Background, Cultural Environment, Cultural Factors, Females, Negro Attitudes, Negro Culture, *Negroes, *Negro Students, Research Projects, Vocational Development, *Vocational Interests

Identifiers—Strong Vocational Interest Blank

The purpose of the investigation was to determine the differential vocational interest patterns of black college women when compared with two groups of white college women; one white group's mean age was 20, while the second group was women enrolled in college after several years of work or raising a family. The total sample of 294 university students was administered the Strong Vocational Interest Blank (SVIB) for Women. Using the significant mean score difference and percentage comparison methods of analyzing and reporting SVIB results, some consistencies for the black college women were evident. These subjects had larger mean scale scores in the Military-Manager, Business, and Non-Professional groups; scales having lower mean scale scores were characteristically in the Scientific, Art, and Verbal-linguistic groups. The author suggests that the SVIB does not appear to tap the cultural-aesthetic interests of the black college women in this sample. Tables are included. (Author/SES)

ED 075 732 CG 007 943

Hackney, Harold
Use of Counselor Discriminative Stimuli as An Intervention in Effecting Change in Client Outcomes.

Purdue Univ., Lafayette, Ind.

Pub Date Feb 73

Note—16p.; Paper presented at the American Educational Research Association convention, New Orleans, Louisiana, February 26 to March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Counseling, Behavior Change, Counseling, *Counseling Effectiveness, *Counseling Theories, *Counselor Performance, Counselor Training, *Interviews, Literature Reviews, Models

The paper presents a model of counseling outcomes which distinguishes between within-interview change and extra-interview change in order to identify and study the counselor behaviors which constitute strategies or techniques. The author feels that research must: 1.) assess the relative productivity of these behaviors within strategies in terms of client change within the counseling setting and 2.) clarify how these within-interview outcomes may be used by the client as tools or strategies with which he can operate upon his environment. Another salient feature of this research is its implication for the training of counselors, bringing into focus the relationship between the counselor's behavior and the outcomes of counseling. The author stresses the continuing challenge of relating specific coun-

selor behaviors to the client's improved functioning in his environment. References are included. (Author/SES)

ED 075 733 CG 007 945

Harkness, Suzanne C. And Others
The Influence of Vocational Information on the Career Development of Elementary School Children.

Prince William County School Board, Manassas, Va.

Pub Date Feb 73

Note—29p.; Paper presented at the American Educational Research Association convention, New Orleans, Louisiana, February 26 to March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Elementary Education, *Elementary School Curriculum, *Elementary School Guidance, *Elementary School Students, Elementary School Teachers, Occupational Aspiration, Research Projects, Student Attitudes, *Vocational Development, Vocational Education, Vocational Interests

The major focus of this investigation was to examine the impact of a six-week occupational unit on upper elementary school children's knowledge and attitudes toward occupations. The study also investigated the relationship between children's occupational knowledge and their attitudes toward occupations. One-hundred and forty-eight inner-city ghetto children in grades four, five, and six were administered pre- and post-tests to measure their occupational attitudes and knowledge before and after exposure to an occupational unit. Data suggest that the unit made a significant impact on the children, although the greatest mean gains were seen in the scores of fourth grade subjects. Findings also show that occupational knowledge was related significantly to two selected attitude subtests: accuracy of vocational perceptions, level of occupational choice and future occupational choice level. References are included. (Author/SES)

ED 075 734 CG 007 958

Matthews, Esther E.
Personalizing Occupational Freedom for Girls and Women.

Oregon Univ., Eugene.; Rutgers, The State Univ., New Brunswick, N.J.

Pub Date 21 Oct 70

Note—48p.; Proceedings of the Rutgers Guidance Conference (27th, October 21, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bias, Changing Attitudes, Counselors, *Females, Feminism, Job Satisfaction, Negative Attitudes, Occupational Aspiration, *Occupational Choice, *Occupational Guidance, Occupational Information, Role Conflict, Sex Discrimination, Social Attitudes, Social Change, Status, *Vocational Counseling, *Vocational Development, Womens Education, Working Women

Identifiers—Rutgers Guidance Conference

This program was an effort to address some of the salient issues related to the occupational status of women in American society. The keynote address suggested ways in which the professional counselor could personalize occupational freedom for women. For instance, providing a community learning center would encourage the emergence of vocational evaluation in people at their own pace. The speaker employed tape excerpts to analyze the importance of self-concept and self-study to vocational development. She stresses the experiencing of process rather than of content as the key to vocational exploration. Included are the comments of a panel of reactors consisting of a female attorney, housewife, female engineering student, female personnel manager, and a male professor. The proceedings included remarks from the question and answer session following the reactors. (Author/LAA)

ED 075 735 CG 007 960

McNally, Lawrence
The Effect of Instruction on Learning.
Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Pub Date Feb 73

Note—48p.; Paper presented at the American Educational Research Association (New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Conceptual Tempo, Educational Methods, Elementary School Students, *Individual Differences, *Individualized Instruction, Instruction, *Learning, Models, Problem Solving, Reaction Time, Recall (Psychological), Student Characteristics

Identifiers—Aptitude Treatment Interactions, ATI
The problem posed by this study was to determine a method of presenting information that would maximize learning, by taking into account the learner's conceptual tempo, one aspect of his cognitive style. Specifically, this study investigated the possible interaction effects of the learner's impulsive-reflective disposition with the rehearsal part and standard methods of presenting material in a multi-trial free recall learning paradigm. The study also reviews the literature regarding the results of differentiated instruction for different characteristics of learners, commonly referred to as aptitude-treatment interaction (ATI). The major hypothesis of the study which expected a significant interaction between methods of presenting the free recall learning task and the conceptual tempo of the learner was not confirmed, due to the lack of sufficient uniqueness in the three treatments to elicit differentiated effects of reflective and impulsive subjects. (Author/LAA)

ED 075 736 CG 007 961

McPherson, Sigrid R.
Assessment and Intervention Focusing upon Specific Styles of Family Interaction.

Pub Date 72
Note—15p.; Paper presented at the American Psychological Association Convention (Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjustment (to Environment), *Adolescence, Communication Problems, Family (Sociological Unit), Family Attitudes, *Family Counseling, Family Involvement, Family Problems, Group Unity, Interaction Process Analysis, *Intervention, Maladjustment, Models, *Therapy

This report describes a method of intensive, therapeutic assessment of families. The approach was developed as part of a research effort designed to study coping styles in adolescence. The various steps of the procedure are discussed both from the point of view of therapeutic value as well as from the point of view of findings obtained. A number of the consistently different ways in which families differ in interactional styles from each other when they were divided into four relatively homogeneous subgroups according to the adolescents' problem expression are described. The possible use of such typical patterns of dealing with each other as focal points for brief therapeutic intervention is mentioned. (Author)

ED 075 737 CG 007 965

Nicoletti, John A., Jr.
The Use of Anxiety Management Training in the Treatment of Generalized and Specific Anxieties. [and] Considerations in Setting Up A Full Service Desensitization Program.

Pub Date Sep 72
Note—20p.; Papers presented at a meeting of the American Psychological Association, September, 1972

Available from—John A. Nicoletti, Jefferson County Mental Health Center, 7307 Grandview, Arvada, Colorado 80002 (reprints)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, College Students, Conditioned Stimulus, Conditioning, *Counseling Centers, Counselors, Cues, *Desensitization, Evaluation, Followup Studies, Mental Health Programs, Nonprofessional Personnel, *Program Development, Response Mode, Self Control

Identifiers—Anxiety Management Training

This report discusses the success of desensitization techniques in alleviating specific anxiety but its failure in treating generalized anxiety. Anxiety management training (AMTO) has been developed to overcome some of the deficiencies of desensitization approaches. Through the use of instructions and cues to arouse anxiety responses and the training of clients to develop competing responses such as relaxation, success, or competency, AMT provides the individual with a method for self-control appropriate to any anxiety provoking situation. Forty undergraduates referred by counseling centers participated in a

study to assess the effectiveness of AMT. AMT was found to be effective in reducing both generalized and public speaking anxiety. A second paper presents the considerations involved in setting up a desensitization program in a counseling center. Areas covered include preparatory procedures, assessment of need, announcement of services, program operation, and follow-up and evaluation. (Author/LAA)

ED 075 738 CG 007 968

Ptaschnik, I. Jeffery
A Comparison of the Relevance of Education in Three City High Schools: Black, White and Integrated.

Pub Date Mar 73
Note—37p.; Paper presented at the American Educational Research Association in New Orleans, Louisiana on February 25-March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, Educational Programs, Educational Research, High Schools, *High School Students, *Lower Class Students, Minority Groups, Negro Students, *Racial Composition, Racial Differences, *Relevance (Education), School Integration, *Urban Schools

This report asserts that a large minority of students are not only disinterested in their education but are beginning to actively reject the education that they are being offered. The problem is particularly acute for students of the working class or minority groups. This study investigated whether there are differences among city high schools, differentiated according to racial composition, in what is classified as relevant or irrelevant in the educational program, and to identify and explain these differences. Forced choice Q-sorts related to the student's social-personal and academic development were used. The findings indicate that there were differences in the relevance of education, depending upon the racial composition of the school. In many instances, aspects of the educational program which were categorized as relevant for students in one school were categorized as irrelevant for students in another school having a different racial composition. Further, the identical items were sometimes considered irrelevant for different schools for entirely different reasons. (Author/LAA)

ED 075 739 CG 007 971

Schwitzgebel, Ralph K.
Development and Legal Regulation of Coercive Behavior Modification Techniques with Offenders.

Harvard Univ., Cambridge, Mass.; National Inst. of Mental Health, Bethesda, Md. Center for Studies of Crime and Delinquency.

Pub Date Feb 71

Note—97p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Classical Conditioning, Controlled Environment, *Correctional Rehabilitation, *Corrective Institutions, Court Litigation, Criminals, Due Process, Imitation, Institutional Administration, Laws, Learning Theories, *Legislation, Operant Conditioning, *Prisoners, Progressive Relaxation, Sensitivity Training, Social Problems

This monograph provides information about behavior change techniques of relevance to the treatment and handling of offenders. Since behavior modification techniques focus on behavior and since most offenses involve observable behavior, these techniques are remarkably well-suited for integration into the criminal justice system. The author describes the major behavior modification techniques of classical and operant conditioning, aversive suppression, and electronic monitoring and intervention and discusses significant research related to these techniques. In examining the legal regulation of offenders, he notes the inconsistent and vague statutory standards among the States, the poorly defined administrative standards, and the need for judicial intervention to protect the offender's rights covered in provisions on cruel and unusual punishment, due process, equal protection, and privacy. (Author/LAA)

ED 075 740 CG 007 972

Sedlacek, William E. And Others
Black and Other Minority Admissions to Large Universities: A Four Year National Survey of Policies and Outcomes.

Maryland Univ., College Park. Counseling Center.

Pub Date 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Standards, *Admission Criteria, American Indians, *College Admission, Enrollment, *Minority Groups, *National Surveys, Negro Students, Open Enrollment, Predictor Variables, School Surveys, Sociocultural Patterns, Spanish Speaking, *Special Programs, Standardized Tests, Student Records, Universities

Identifiers—Cultural Study Center, University of Maryland

A national survey of minority student admissions at large, primarily white universities was conducted for the fourth consecutive year. The report summarizes the data collected, compares them to those of the previous year, and examines minority group enrollment, admission criteria, and special programs for minority students. Results are discussed in terms of the literature on minority admissions and current social trends. In summary, universities seem to be making gradual, rather than dramatic, progress in admitting more black freshmen and searching for better methods of selection. However, general educational and social conditions indicate that the road ahead will be long and hard regarding further progress for minorities. ED 061 409 is the ERIC reference to the 1972 study on this very same topic. (Author/LAA)

ED 075 741 CG 007 974

Smith, Robert L.

A Quiet Revolution: Probation Subsidy.

Office of Juvenile Delinquency and Youth

Development (DHEW), Washington, D.C.

Report No.—DHEW-SRS-72-26011

Pub Date 72

Note—94p.

Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington,

D.C. 20402 (Stock number 1766-0007, \$45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Community Agencies (Public), Community Programs, *Correctional Rehabilitation, *Corrective Institutions, *County Programs, Innovation, Learning Theories, Organizational Change, Performance, *Probationary Period, Probation Officers, *Rehabilitation, State Agencies, State Legislation

This report provides a detailed account of California's probation subsidy program. Designed to reduce the county probation department's rate of commitment to state correctional agencies, the subsidy program offers the county a financial reward commensurate with the degree of reduction, an application of behavior modification and learning theory to a social institution. The program benefits the State which consequently maintains fewer correctional facilities, the county which receives financial support, and the taxpayer. Further consequences include better community services, higher standards and self-evaluation in probation departments, and improved supervision by probation officers. The report also examines California legislation for probationary services, the program's organizational consequences, its fiscal impact, and services for probationers. (Author/LAA)

ED 075 742 CG 007 977

Unger, Rhoda K. And Others

Who Discriminates Against Women?

Pub Date 72

Note—16p.; Paper presented at the American

Psychological Association Annual Convention

(80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discriminatory Attitudes (Social), Experiments, *Females, Interaction, Minority Groups, *Sex Discrimination, Social Attitudes, *Social Discrimination, *Socially Deviant Behavior, Social Status

This study attempts to clarify the nature of the situations which do or do not lead to discriminatory behavior towards women. An attempt was made to compare women, under identical situ-

lus conditions, with a group known to receive discriminatory treatment, e.g., hippies. Sex and social deviance was factorially combined in two experimental conditions requiring cooperation. The study demonstrated that whether a "minority group" effect is produced with sex as a variable depends upon the nature of the experimental task. When "femaleness" and "social deviance" were factorially combined and the same experimental manipulations utilized, social deviants were uniformly discriminated against while females were favored in one case and treated negatively in the other. It is hypothesized that females will be treated as members of a minority group when they aspire to equal power or status with men. (Author/LAA)

ED 075 743 CG 007 980

Wyman, W. C. *And Others*

Independence Training and School Achievement: A Study of Parental Attitudes and Expectations as Related to Children's Elementary School Success.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Nov 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement, *Elementary School Students, *Family Attitudes, Family Environment, *Family Influence, Mother Attitudes, Mothers, Overachievers, *Parent Child Relationship, Research Projects, Underachievers

In this study of the relationship between factors in the home and school achievement, teachers' ratings and student scores on a standard achievement test were examined in light of parental expectations for the child's independence behavior, the child's personal qualities, and his future work values. Mothers of 441 fifth graders were interviewed about independence training of their child, personal qualities attractive in a child, and relative importance of various job factors. These data were analyzed in relation to the child's I.Q. and achievement test scores and to socioeconomic status of the father. The authors conclude that: 1.) results are similar in terms of how parental attitudes and expectations in reference either to over- and under-achievement or to absolute achievement; 2.) parents of over-achievers differ from parents of under-achievers in the relative importance they attach to various personal qualities and job factors; 3.) a modest relationship exists between independence training and school achievement; and 4.) two factors concerning initiative and the child's purchase of his own goods jointly determine independence training. (Author/SES)

ED 075 744 CG 007 982

Zussman, David R. *Pascal, Charles E.*

The Interaction of Divergence and Convergence of Students and Teachers with Personality and Instructional Variables Affecting Educational Outcomes.

McGill Univ., Montreal (Quebec). Center for Learning and Development.

Pub Date Feb 73

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 26 to March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Performance, Achievement, Classroom Environment, *Convergent Thinking, *Divergent Thinking, Literature Reviews, *Secondary School Students, *Secondary School Teachers

This research studies both students' and teachers' divergent and convergent abilities and their interaction within the normal classroom. Divergence and convergence were operationally defined and measured by paper and pencil tests. After reviewing the literature on divergence and convergence and on divergence and classroom achievement, the authors present their own research conducted with 450 high school students and 20 of their teachers. Results indicate that the divergent student is not considered less appealing than his convergent peer in the classroom; in fact, the divergent distinguishes himself by participating more often and offering more original ideas. In terms of the teachers, classroom climate appears to be highly dependent on their cognitive styles. The authors feel that educational researchers must consider the classroom within

the multivariate-interactive model, since a simple univariate approach does not project a clear interaction of the underlying classroom processes. (Author/SES)

ED 075 745 CG 007 985

Hearings before the Subcommittee on Public Health, Education, Welfare, and Safety of the Committee on the District of Columbia, United States Senate, Ninety-Second Congress, Second Session on S.2693.

Congress of the U.S., Washington, D.C. Senate.

Pub Date Jun 72

Note—874p.

EDRS Price MF-\$0.65 HC-\$29.61

Descriptors—Delinquency, *Delinquency Prevention, *Delinquent Rehabilitation, *Delinquents, Federal Government, *Legislation, Legislators, Publications, State Government, Urban Youth, Youth, *Youth Problems, Youth Programs

The document presents hearings before the Subcommittee on Public Health, Education, Welfare, and Safety of the 92nd Congress concerning the proposed District of Columbia Youth Act of 1971. The bill proposed to establish a Youth Commission, an Office of Youth Commissioner, and a Youth Commissioner's Advisory Board to plan, coordinate, and monitor the operation of all public and private programs related to juvenile delinquency prevention, programming, and rehabilitation. The document includes testimony of such witnesses as the Director of the Narcotics Treatment Administration, a member of the Juvenile Delinquency Committee, a member of the President's Commission on Crime in the District of Columbia, and the Director of the Department of Human Resources in the District of Columbia government. Extensive appendices include Youth Program Information and a Referral Manual. (SES)

ED 075 746 CG 007 987

High School Student Volunteers.

ACTION, Washington, D.C.

Pub Date [72]

Note—67p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock numbers 5600-0005, \$60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Involvement, Community Problems, Community Programs, Educational Programs, *Field Experience Programs, High School Students, Instructor Coordinators, Program Coordination, Relevance (Education), *School Community Cooperation, *School Community Programs, Student Projects, *Student Volunteers, Volunteer Training

This report endorses the concept of student volunteer programs and suggests that the high school and community organize their authority and resources to establish such programs. If both community needs and interested students exist, then the high school can coordinate individual projects into a coherent program to eliminate duplicated efforts, to minimize the consequence of student inexperience, and to lend force and direction to the program. The high school can relate the volunteer project to classroom learning by a variety of approaches. The report briefly discusses program organization, recruitment, orientation and training, supervision, and evaluation. It also provides project ideas and sample records and forms. (Author/LAA)

ED 075 747 CG 007 988

Mental Health and Learning: When Community Mental Health Centers and School Systems Collaborate.

National Inst. of Mental Health, Rockville, Md.; Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-HSM-72-9146

Pub Date 72

Note—69p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 1724-0250, \$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Community Agencies (Public), *Community Health Services, Community Resources, Crisis Therapy, Disadvantaged Youth, Learning, *Learning Difficulties, *Mental Health Programs, *School Community Programs, *Schools

This book suggests the collaboration of community mental health centers with school systems

since both are concerned with the healthy development of children's emotional lives and with learning. While school collaboration provides maximum opportunity for the center to fulfill more of its obligations to children with the most efficient use of manpower and funds, the book urges new forms of intervention with goals and objectives jointly determined and clearly stated. It further recognizes problems inherent in both systems that make collaboration difficult and the required precise strategies and methods of organization. The book closes with several examples of collaborative programs. (Author/LAA)

ED 075 748 CG 007 989

A Study of Desired Student Involvement in Five Selected Areas of Decision Making in High Schools in Maryland School Systems.

Maryland State Dept. of Education, Baltimore. Div. of Research, Evaluation, and Information Systems.

Pub Date [71]

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Curriculum Development, *Decision Making, Discipline, Discipline Policy, *Governance, Grievance Procedures, *High School Students, Racial Differences, Secondary School Students, Student Alienation, Student Government, Student Records, Student Teacher Relationship, Values

The purpose of this study was (1) to analyze desired student involvement in five areas of decision making on the high school level; and (2) to determine whether there is a significant relationship between students' perception of participation in specific areas of decision making and designated variables pertaining to socio-psychological characteristics. The following five areas of decision making were studied: student curricula, student-faculty relationships, student governance, student discipline and grievance, and student records. The motives of capability, improving education and school, and personal power associated with school control were analyzed, in addition to the socio-psychological characteristics of race, credal values, and alienation. The findings include: (1) high school students desire some involvement in decision making, and (2) there is no difference between white and non-white high school students relative to desired involvement in areas of decision making. (Author)

ED 075 749 CG 007 996

Burke, Margaret J. *And Others*

Communication Skills Training.

Bradley Univ., Peoria, Ill. Coll. of Education.

Pub Date Apr 73

Note—25p.; Paper presented at the regional American Personnel and Guidance Convention in St. Louis, Missouri on April 18, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Problems, *Communication Skills, Counseling, Counseling Effectiveness, Counselor Attitudes, *Counselor Educators, *Counselor Training, Graduates, Graduate Students, *Program Descriptions, Student Evaluation, Students

The paper outlines a faculty developed communication skills training lab designed for students in a masters degree program in guidance and counselor education. The communication module, three voluntary, ungraded sessions offered during three of the final six class meetings, focus attention on (1) distinguishing between thinking, feeling, and experiencing; (2) using effective "I" statements; and (3) responding with empathy. Each of these skill areas is described in detail, behavioral objectives are stated, and procedures for class time—including cognitive input, demonstration, practice, and summary—are outlined. These class meetings are designed as training and practice sessions and not as lectures, discussions, or therapy. Results of students' evaluation of the lab are included, as well as behavior check lists and tables comparing independent rater evaluations to students' own self-assessments. (SES)

ED 075 750 CG 008 000

Dobson, Russell L. *Shelton, Judith E.*

Family Involvement-Communication System (FICS): An Expanded View of Counselor Consultation: Native American Family Involvement-Communication System (NAFICS) (A Series).

Oklahoma State Univ., Stillwater. Coll. of Education.

Pub Date May 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Communication Skills, Elementary School Counselors, Family Attitudes, Family Influence, *Family Involvement, *Family School Relationship, Models, *Parent School Relationship, School Personnel, Schools, Student Personnel Workers

The purpose of this model is the implementation of a multi-faceted Family Involvement-Communication System (FICS) which has as its major thrust the involvement of the family as active partners in school experiences. The model provides training and experiences for teachers, principals, parents, and graduate students in involvement and communicative skills, with special emphasis on the elementary school counselor as an ideal person to organize and coordinate a human relation "umbrella" approach to consulting services. The Native American Family Involvement-Communication System (NAFICS) is also presented as a theoretical model designed to assist low-income Native American families in developing their leadership potential in order to assume substantive roles as para-professionals working with other parents, teachers, and students. Goals of FICS include opening communication lines, assessment of family needs, and provision of practical experiences in parent involvement and communication skills for graduate students in education and psychology. (Author/SES)

ED 075 751

CG 008 002

Colarusso, Calvin A. Green, Phyllis P. **Diagnostic Educational Grouping with Strategies for Teaching Program.**

Bucks County Public Schools, Doylestown, Pa.

Pub Date 73

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Child Development, Children, Elementary Education, *Elementary School Students, *Elementary School Teachers, Emotional Development, Individual Development, Prevention, Program Descriptions, Student Personnel Services, Student Teachers, *Teaching Techniques

This article describes a Title III project which attempts to introduce principles of child development into teaching in the elementary school in a practical and comprehensive manner, using actual experiences from the classroom as examples. The strategies provide a general set of guidelines for approaching individual children based on emotional and developmental factors as well as academic ones; they emphasize the part feelings play in learning within the classroom. The authors feel that the total program has proven itself as: (1) an inexpensive, quick screening instrument; (2) an effective inservice teacher training program; and (3) a significant contribution to the efficient utilization of supportive services personnel such as psychiatrists, psychologists, guidance counselors, and speech and adaptive physical education therapists. References are included. (Author/SES)

ED 075 752

CG 008 003

Hartnett, Rodney T.

Learning Style Preferences among College Students.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Report No.—RB-73-14; RDR-72-73-5

Pub Date Feb 73

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Freshmen, *College Students, *Learning, *Learning Characteristics, Learning Experience, Longitudinal Studies, Research Projects, *Student Characteristics, *Student Development, Student Needs, Superior Students

The paper describes trends in student learning style preferences and identifies various characteristics of students associated with these preferences by examining data gathered from college students on three different occasions: at the time they entered college; at the end of their freshman year; and at the end of their sophomore year. By examining two-year longitudinal data

from 2,175 students at 15 colleges and universities, the research found that: (1) most students entering college preferred regular class work and assignments, objective examinations, and discussions; (2) brighter students preferred assigned rather than independent work, objective rather than essay exams, and lectures rather than discussions; (3) during the first two years of college the trend in student learning style preferences was away from assigned work and objective examinations and toward more lectures and original research; and (4) the more able students changed preferences during the two-year period toward more traditional learning styles. References and tables are included. (Author/SES)

ED 075 753

CG 008 004

Hill, Gloria P.

Social Problems Confronting Black Women at White Institutions.

Pub Date 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Discriminatory Attitudes (Social), *Females, *Feminism, Identification (Psychological), Negro Attitudes, *Negroes, Negro Role, Nondiscriminatory Education, Research Projects, Self Concept, *Sex Discrimination, Social Values, Socioeconomic Influences, Universities, Womens Education

The author of the paper examines the experience of black women at predominantly white universities who are confronted with problems emanating from sexism and racism in classroom and non-classroom situations and which acquire complexity because of their subtlety and socially reinforced attitudinal origins. The author points to the black females who have grown increasingly dissatisfied with the service professions to which they have historically been admitted and who at the same time have begun to examine seriously the mores which have labelled them intellectually inferior because of their sex. Perceptions of her own ability and professional potential create under tensions when they conflict with the self-image imposed upon her by a white, male dominated society. The author feels that educators, counselors, and others can make significant strides in reducing and eliminating special problems of black women by setting new priorities and goals and by being aware of biases which do exist. (Author/SES)

ED 075 754

CG 008 006

Maslon, Patricia J.

The School Counselor as Collaborative-Consultant.

Pub Date [72]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Consultants, Counseling Programs, Counseling Services, Counselor Functions, Counselor Role, *Counselors, *Guidance Services, Junior High Schools, Junior High School Students, *Negro Students, Program Descriptions, Pupil Personnel Services, *Secondary School Counselors, *Urban Schools

This article describes how a counselor and three teachers collaborated to capture the interest and improve the academic performance of 25 ninth grade Black students in an inner city "ghetto" junior high school. An immediate aim of the program was expansion of exisitant school guidance services by substituting classroom for counseling office as therapeutic milieu. After six months, the students assumed active leadership of their classes, set their own academic and counseling goals and developed a contract with the administration for earning graduation. The positive results of this study support the current movement within the guidance profession toward greater counselor involvement in the total educational process. The author feels that the generalizability of the Collaborative-Consultant role to a non-insular school setting and to working practitioners may have practical implications for school counselors and may suggest a possible avenue for expansion of guidance services within the school. References are included. (Author/SES)

ED 075 755

CG 008 007

Mitchell, Richard J.

Evaluation of Guidance Objectives.

Central State Univ., Edmond, Okla. Coll. of Education.

Pub Date Apr 73

Note—4p.; Paper presented at the American Personnel and Guidance Association Convention in St. Louis, Missouri April 11-16, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Behavior Change, Counseling, Counselors, Educational Counseling, Evaluation, Followup Studies, Group Guidance, Guidance Counseling, *Guidance Objectives, *Guidance Personnel, *Guidance Programs, Guidance Services, *Measurement, Objectives, Performance, Referral, Research Criteria, School Orientation, Student Behavior, Student Placement, Vocational Counseling

The counselor must identify measurable objectives in terms of what he does or in terms of the student's behavior to be changed. To implement the concept of evaluation, the counselor must identify his goals, specify the objectives, and determine ways to evaluate accomplishment of his goals and objectives. The important evaluative criterion in the procedure is the translation of the goals into behavioral terms. First, the counselor must identify areas that the guidance program must serve. The major areas are educational, social, and vocational. Within these areas, the services provided include counseling, evaluation, follow-up, group guidance, information, orientation, personal data, placement, referral, and research. Finally, the counselor must identify specific guidance objectives which state what the counselor or client must do to accomplish the task and must describe the specific criteria for measurement of achievement of the objectives. (Author/LAA)

ED 075 756

CG 008 009

Reum, Earl

Of Love and Magic: The Junior High/Middle School Student Council Adviser.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 73

Note—49p.

Available from—The National Association of Secondary School Principals, Dulles International Airport, P.O. Box 17430, Washington, D.C. 20041 (\$2.00 per copy)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cocurricular Activities, Committees, Decision Making, Educational Accountability, Evaluation, *Faculty Advisors, Financial Support, Guides, Intermediate Grades, *Junior High School Students, Meetings, Middle Schools, Planning Meetings, Publicize, Public Relations, Secondary School Teachers, *Student Government, *Student Leadership, Student Organizations, Student Participation

In his review of the role of the student council adviser in junior high schools, Reum first looks at the characteristics of sixth through ninth grade students and student leaders and then at those of a student council adviser who should like junior high school students and relate well with students and faculty. Reum points out a potential role conflict for the adviser who serves both as a student council member and as a part of the school administration. The author provides helpful suggestions for conducting meetings, organizing committees, handling finances, planning activities, managing public relations and publicity, and evaluating projects. Especially useful for a student council adviser, lists of typical committee structures and activities from September to June offer many ideas. (Author/LAA)

ED 075 757

CG 008 021

Drugs in Our Schools: Hearings before the Select Committee on Crime, House of Representatives, Ninety-Second Congress, Second Session: Miami, Florida.

Congress of the U.S., Washington, D.C. House Select Committee on Crime.

Pub Date 72

Note—394p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock numbers 5270-01637, \$2.25)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*City Problems, City Wide Programs, *Drug Abuse, Drug Addiction, *Drug Legislation, *Legislation, *Legislators, Marihuana, *Narcotics, Publications, School Personnel, School Policy, Socially Deviant Behavior, Social Problems, Urban Schools

Identifiers—Congressional Hearings, Florida, Miami

This document is a collection of the second session of hearings on drug abuse in the schools, conducted for the House of Representatives' Select Committee on Crime. This particular part delves into the drug problem in Miami, Florida. Witnesses from this city whose statements were heard in the 1972 hearings include school teachers, former drug addicts, undercover police officers, district attorneys, school principals, and executive administrators of city school systems. Relevant data are included in tables and charts throughout the documents. The findings on the other cities involved in these hearings can be found in the ERIC collection. (SES)

ED 075 758

CG 008 022

Bingham, William C., Ed.
Accountability: Process and Product.
Princeton Univ., N.J.; Rutgers, The State Univ., New Brunswick, N.J.

Pub Date 20 Oct 71

Note—38p.; Proceedings of the Rutgers Guidance Conference (28th, October 20, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Career Planning, Change Agents, Counselors, Developmental Guidance, *Educational Accountability, Educational Responsibility, Government Role, Group Guidance, Guidance Objectives, *Guidance Personnel, *Guidance Programs, Guidance Services, Instruction, Measurement, *Program Evaluation, Resource Staff Role, School Systems, Vocational Development

Three speakers from the Rutgers Guidance Conference explore facets of the concept of accountability, including why it enjoys its present popularity, how it has developed, how it applies to guidance programs, and how it is measured. Accountability has a variety of functions in a school system. The speakers cite its possible use as a means for school systems to gain lost confidence and support, as a basis to new program designs (such as a career development program which changes a counselor's responsibilities from a major emphasis on direct services to students to the role of resource agent to other staff members), or as a means to evaluate school guidance programs. What to measure and how to evaluate constitute difficulties in applying the concept of accountability to guidance situations. (Author/LAA)

ED 075 759

CG 008 023

Drugs in Our Schools: Hearings before the Select Committee on Crime. House of Representatives, Ninety-Second Congress, Second Session: Chicago, Illinois.

Congress of the U.S., Washington, D.C. House Select Committee on Crime.

Pub Date 72

Note—308p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*City Problems, City Wide Programs, *Drug Abuse, Drug Addiction, *Drug Legislation, Legislation, *Legislators, Marihuana, *Narcotics, Publications, School Personnel, School Policy, Socially Deviant Behavior, Social Problems, Urban Schools

Identifiers—Chicago, Congressional Hearing, Illinois

This document is a collection of the second session of hearings on drug abuse in the schools, conducted for the House of Representatives' Select Committee on Crime. This particular part delves into the drug problem in Chicago. Witnesses from this city whose statements were heard in the 1972 hearings include attorneys, school principals, and executive administrators of city school systems. Relevant data are included in tables and charts throughout the documents. The findings on the other cities involved in these hearings can be found in the ERIC collection. (SES)

ED 075 760

CG 008 024

Drugs in Our Schools: Hearings before the Select Committee on Crime. House of Representatives, Ninety-Second Congress, Second Session: San Francisco.

Congress of the U.S., Washington, D.C. House Select Committee on Crime.

Pub Date 72

Note—473p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.75)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*City Problems, City Wide Programs, *Drug Abuse, Drug Addiction, *Drug Legislation, Legislation, *Legislators, Marihuana, *Narcotics, Publications, School Personnel, School Policy, Socially Deviant Behavior, Social Problems, Urban Schools

Identifiers—Congressional Hearings, San Francisco

This document is a collection of the second session of hearings on drug abuse in the schools, conducted for the House of Representatives' Select Committee on Crime. This particular part delves into the drug problem in San Francisco. Witnesses from this city whose statements were heard in the 1972 hearings include school teachers, former drug addicts, undercover police officers, district attorneys, school principals, and executive administrators of city school systems. Relevant data are included in tables and charts throughout the documents. The findings on the other cities involved in these hearings can be found in the ERIC collection. (SES)

ED 075 761

CG 008 025

Drugs in Our Schools: Hearings before the Select Committee on Crime. House of Representatives, Ninety-Second Congress, Second Session: Kansas City, Kansas.

Congress of the U.S., Washington, D.C. House Select Committee on Crime.

Pub Date 72

Note—236p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*City Problems, City Wide Programs, *Drug Abuse, Drug Addiction, *Drug Legislation, Legislation, *Legislators, Marihuana, *Narcotics, Publications, School Personnel, School Policy, Socially Deviant Behavior, Urban Schools

Identifiers—Congressional Hearings, Kansas, Kansas City

This document is a collection of the second session of hearings on drug abuse in the schools, conducted for the House of Representatives' Select Committee on Crime. This particular part delves into the drug problem in Kansas City, Kansas. Witnesses from this city whose statements were heard in the 1972 hearings include school teachers, former drug addicts, undercover police officers, district attorneys, school principals, and executive administrators of city school systems. Relevant data are included in tables and charts throughout the documents. The findings on the other cities involved in these hearings can be found in the ERIC collection. (SES)

ED 075 762

CG 008 026

Drugs in Our Schools: Hearings before the Select Committee on Crime. House of Representatives, Ninety-Second Congress, Second Session: Los Angeles.

Congress of the U.S., Washington, D.C. House Select Committee on Crime.

Pub Date 72

Note—375p.

Available from—U.S. Government Printing Office, Washington, D.C. 20402 (\$2.35 domestic postpaid or \$2.00 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*City Problems, City Wide Programs, *Drug Abuse, Drug Addiction, *Drug Legislation, Legislation, *Legislators, Marihuana, *Narcotics, Publications, School Personnel, School Policy, Socially Deviant Behavior, Social Problems, Urban Schools

Identifiers—Congressional Hearings, Los Angeles

This document is a collection of the second session of hearings on drug abuse in the schools, conducted for the House of Representatives' Select Committee on Crime. This particular part delves into the drug problem in Los Angeles. Witnesses from this city whose statements were heard in the 1972 hearings include school teachers, former drug addicts, undercover police officers, district attorneys, school principals, and executive administrators of city school systems. Relevant data are included in tables and charts throughout the documents. The findings on the other cities involved in these hearings can be found in the ERIC collection. (SES)

ED 075 763

CG 400 074

Waltz, Garry R., Ed. And Others

Impact: The Magazine for Innovation and Change in the Helping Professions, Volume 2, Number 3.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date 73

Contract—OEC-3-6-00248701579(010)

Note—66p.

Available from—Impact, P.O. Box 635, Ann Arbor, Michigan 48104 (\$6.00 per yearly subscription, \$1.75 per single issue—make checks payable to the University of Mich.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Counseling Effectiveness, Counseling Goals, Counselor Evaluation, Evaluation, Evaluation Methods, *Evaluation Techniques, *Guidance, Guidance Counseling, Guidance Functions, *Guidance Objectives, Guidance Programs, Guidance Services, Objectives, *Periodicals

This issue of Impact examines a variety of viewpoints, programs, issues, and concerns about accountability of guidance. Three articles are adaptations from speeches presented at the conference on Accountability and Pupil Personnel Work held at Michigan State University in the summer of 1971; they explore the importance of preserving "caring" capabilities that foster human growth while measuring guidance program outcomes, systematic counseling which provides a specified step-by-step approach to evaluating counseling effectiveness, and the measurement of student success as a prime indicator of the worth of a guidance program. Other articles examine programs now in practice; one providing a career ladder approach as well as an undergraduate competency-based program for guidance students, another exploring a performance-based certification program for counselors and counselor educators, and a third describing objectives for school guidance programs and instruments to assess how schools are meeting these objectives. A final article provides an overview of the need for accountability and the establishment of objectives with a checklist for the reader's use in his specific setting. (SES)

ED 075 764

CG 400 076

Waltz, Garry R., Ed.

Communique: Resources for Practicing Counselors, Vol. 2, No. 6.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.

Pub Date Apr 73

Note—8p.

Available from—ERIC/CAPS, School of Education Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (\$0.75 per copy and \$3.75 for ten issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Career Planning, College Choice, *Counseling Programs, *Counseling Services, Counselor Performance, *Counselor Role, *Counselors, Educational Counseling, Guidance, Guidance Counseling, *Newsletters, Occupational Guidance, Resource Materials

Featured are the following: (1) an article on the counselor in the classroom, a program in which counselors offer human relations seminars and also work with students on communication skills in the regular classroom; and (2) an outline of a seminar in behavior modification designed to teach parents how to establish an environment that supports the learning of desirable behavior in order to facilitate better parent-child interaction. Another article describes two programs—Project You (Career Choice)—from Dade County, Florida's Quinmester series. Brief articles summarizing recent and relevant research, publications, proposals, programs, etc. for counselors appears in the Vibrations section. Research findings in the form of annotations of "Dissertation Abstracts" together with comments by members of the Communique staff are also included. (SES)

ED 075 765

CG 400 077

Waltz, Garry R., Ed.

Communique: Resources for Practicing Counselors, Vol 2, No. 7.

16 Document Resumes

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C. Pub Date May 73

Note—8p.

Available from—ERIC/CAPS, School of Education, University of Michigan, Room 2108 SEB, Ann Arbor, Michigan 48104 (\$0.75 per copy and \$3.75 for ten issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Choice, *Conflict Resolution, Continuation Education, Counseling, *Counseling Programs, Counseling Services, Counselor Role, *Counselors, *Decision Making, Decision Making Skills, Guidance, Guidance Counseling, *Newsletters, Student Behavior

This issues of *Communique*, a newsletter providing resource information for practicing counselors, features a decisional "balance sheet", to aid students who are thinking about college in making sound, stable decisions that involve careful scanning of all the relevant considerations; reports of three studies in curriculum decision making designed to investigate the application of principles derived from a conflict theory of decision making to the study of decision making among high school and college students; and a description of a Continuing Education program designed especially for students who experience great difficulty in staying or succeeding in school. Brief articles summarizing recent and relevant research for the counselor appear in the Vibrations section of the newsletter. In addition, dissertation abstracts and synopses of journal articles are included, as well as brief comments on them by members of the *Communique* staff. (SES)

ED 075 766 CG 400 078

Walz, Garry R., Ed.

Communique: Resources for Practicing Counselors, Vol. 2, No. 8.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C. Pub Date May 73

Note—8p.

Available from—ERIC/CAPS, School of Education, University of Michigan, Room 2108 SEB, Ann Arbor, Michigan 48104 (0.75 per copy and \$3.75 for ten issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Programs, Counseling Services, Counselor Role, *Counselors, *Elementary School Counseling, Group Counseling, Guidance, Guidance Counseling, *Newsletters, Nonverbal Communication, *Resource Materials, Values

This issue of *Communique*, a newsletter providing resource information for practicing counselors, features an article describing two non-verbal group counseling techniques for the elementary school counselor; a description of value clarification including a definition of values, the steps in the value clarification process, and specific value clarification techniques for use by teachers and counselors; and new materials and resources on the effects of marijuana on the individual and society, on a training program for direction of guidance and pupil personnel services, and on major developments in secondary school career guidance. Brief articles summarizing recent and relevant research for the counselor appear in the Vibrations section of the newsletter. In addition, dissertation abstracts and synopses of journal articles are included, as well as brief comments on them by members of the *Communique* staff. (SES)

CS

ED 075 767 CS 000 338

Bracken, Dorothy Kendall

The Theme Approach for Reading Literature Critically.

Pub Date 68

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (Boston, 1968)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childhood Attitudes, *Childrens Books, Cognitive Objectives, *Critical Thinking, *Elementary Education, English, Literary

Analysis, *Literature Appreciation, Reading Comprehension, Reading Interests

This essay discusses why the theme approach to the teaching of literature to elementary school students is an effective way to focus attention on concepts related to pupils' lives. The author argues that this approach is better than organizing children's literature according to either subject or type because the teacher can more easily guide his students toward the goals of critical thinking. While various students may read different books (depending on their reading level and interests), the class as a whole can meaningfully share ideas focusing on one theme. The author asserts that teachers often become preoccupied with the problems of word recognition and literal comprehension and consequently fail to raise the level of comprehension or to encourage interpretation, evaluation, and application of ideas gained from reading. A theme approach to literature may serve to personalize the reading experience and to develop critical thinking. (Author/DI)

ED 075 768

CS 000 438

Rosenbaum, Peter S.

Peer-Mediated Instruction.

Pub Date 73

Note—278p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, N.Y. 10027 (\$6.95 cloth)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Elementary School Students, *Language Skills, Peer Relationship, *Peer Teaching, Secondary School Students, *Spelling Instruction Identifiers—*Peer Mediated Instruction

The concept of peer-mediated instruction (PMI) grew out of the author's earlier research on applying techniques of drill and practice computer-assisted instruction (CAI) to language skills learning. Peer-mediated instruction directs pupils to work in pairs, interacting with one another according to structured pattern of dialogue. This book provides detailed accounts of the use of this concept in teaching language skills, primarily spelling (elementary school) and reading (secondary school). The chapters include: "CAI Origins," "The First PMI System," "From Special to General Purpose," "The Experiment," "An In-Service Application: The Jackson PMI Project," and "Observations and Reflections." A peer-mediated instruction management system handbook is included. (WR)

ED 075 769

CS 000 444

Thomas, Ellen Lamar Robinson, H. Alan

Improving Reading in Every Class. Abridged Edition.

Pub Date 72

Note—312p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210 (\$14.95 cloth, \$5.95 paper)

Document Not Available from EDRS.

Descriptors—*Content Reading, Developmental Reading, *Elementary School Students, Informal Reading Inventory, Motivation Techniques, *Reading, Reading Comprehension, Reading Diagnosis, *Reading Instruction, Reading Tests, *Secondary School Students, Teaching Techniques

This book suggests procedures not only for teaching the fundamental processes in reading but also for teaching reading in high school subject areas. Four chapters present methods for teaching vocabulary, comprehension, rate, and problem solving. Nine chapters are devoted to practical classroom methods for teaching mathematics, science, industrial arts, typewriting and business education, home economics, music, library services, fine arts, and physical education. Motivating activities, teaching procedures, and practice exercises are provided. Also presented are examples of lessons, interviews on how to teach reading, directions to students, warnings in regard to "do's and don'ts," tests of different reading abilities, check lists, guide sheets, and practice work sheets. (Author/WR)

ED 075 770

CS 000 445

Spache, Evelyn B.

Reading Activities for Child Involvement.

Pub Date 72

Note—237p.

Available from—Allyn and Bacon Inc., 470 Atlantic Avenue, Boston, Mass. 02210 (\$3.95)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Developmental Reading, Elementary Grades, *Reading, Reading Comprehension, *Reading Instruction, *Reading Materials, Reading Readiness, *Reading Skills, Teaching Techniques, Visual Discrimination, Word Recognition

This book is a collection of 571 activities to reinforce reading skills. The rationale for each skill is presented as an introduction to each skill area. The rationales explain (1) why the skill needs to be reinforced, (2) how to understand the skill, and (3) what the child should be able to do after completing the activities. Chapter 1 discusses teacher-made reading kits—what kind of kit to use, directions for assembly, color coding, and suggested materials to include in a kit. In chapter 2, reading readiness skills, including visual skills, discrimination skills, and auditory skills, are discussed. Basic reading skills are covered in chapter 3, including letter and word recognition, concepts of reading, composing stories, and experience charts. Chapter 4 is devoted to word perception; phonics, structural analysis, syllabication, and contextual analysis are examined. The main topic in chapter 5 is language development and vocabulary. Chapter 6 discusses location skills in two areas: the dictionary and the library. Content reading is discussed in chapter 7, and chapter 8 addresses comprehension and interpretation skills. (WR)

ED 075 771

CS 000 446

Dewar, Douglas Charles

The Effect of Using a Listening Skills Curriculum on Reading Achievement of Third Grade Students.

Pub Date 72

Note—116p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-11,917, MF\$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Grade 3, *Listening Comprehension, *Listening Skills, Reading, *Reading Achievement, Reading Instruction, *Reading Research, Reading Skills

This study was conducted to determine what effect instruction in listening skills would have on reading achievement and listening comprehension of third grade students. "A Skills Oriented Curriculum to Teach Listening," by Metfessel and Hammond, was used to instruct the students, who were then tested to determine whether it had had an effect. Three schools were selected for the study, with two classes of third graders in each as the population sample. There were 73 students in the three experimental groups and 78 students in the three control groups. Both experimental and control groups were given the regular curriculum of the district, but the experimental groups were also given the listening curriculum. The conclusions were that "A Skills Oriented Curriculum in Listening" was an effective means of instructing the students in this study of listening skills. There was a positive effect on the scores the students achieved on reading achievement and listening skills tests. The program was found particularly effective with middle and lower class students. (Author/WR)

ED 075 772

CS 000 447

Moyle, Donald

The Teaching of Reading.

Pub Date 68

Note—240p.

Available from—Ward Lock Educational Ltd., 116 Baker Street, London W1M 2BB (1.10 pound, paper)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Cloze Procedure, *Developmental Reading, Language Ability, *Reading, Reading Comprehension, Reading Diagnosis, Reading Difficulty, *Reading Instruction, Reading Materials, *Reading Processes, *Reading Skills

This book is intended for students in colleges of education and classroom teachers. The book consists of three parts. Part one discusses the historical, linguistic, and psychological background to the learning and teaching of reading. Areas given primary consideration are language and reading, skills and abilities involved in

the reading process, and reading readiness. Part two describes important considerations to make when choosing an approach for reading instruction; some of the basic principles and major approaches are outlined. Part three, on day to day work within the classroom, addresses organizational factors, reading schemes, beginning reading, assessing readiness and progress, reading difficulties, and motivation. A glossary of some of the more technical terms is provided. (WR)

ED 075 773 CS 000 450

Zimet, Sara Goodman, Ed.
What Children Read in School: Critical Analysis of Primary Reading Textbooks.

Pub Date 72
Note—156p.
Available from—Grune & Stratton, Inc., 111 Fifth Avenue, New York, N.Y. 10003 (\$6.95 cloth)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Multicultural Textbooks, *Reading, *Reading Materials, *Reading Research, Reading Skills, Sex Differences, Social Values, *Textbooks

The purpose of this book is to present in a single source a portrait of the primary reading textbook as a learning motivator and transmitter of a culture's values and behavior standards. Some of the topics covered in the twelve chapters include: a description of the methods and the results of the analyses of 1,307 stories from twelve of the most widely used primary reading textbook series; a theoretical justification of the idea that reading textbooks whose content has little interest, appeal, or meaning for the child will impede his learning to read; a comparison of the content of the library-book selections made by middle-class first grade students with the content of first grade reading textbooks; a utilization of the information presented in the first three chapters to determine if first grade children do prefer the textbook stories which are developmentally appropriate; a discussion of multiethnic texts; a look at the role of males and females in American primers from colonial days to the present; and the relationship between textbook content and the social values and attitudes held by the establishment. (WR)

ED 075 774 CS 000 451

Miller, Wilma H.
Elementary Reading Today: Selected Articles.

Pub Date 72
Note—331p.
Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 (\$5.00 paper)

Document Not Available from EDRS.

Descriptors—Cloze Procedure, Content Reading, Developmental Reading, Individualized Reading, Phonics, Reading, Reading Comprehension, *Reading Diagnosis, *Reading Instruction, Reading Programs, *Reading Readiness, *Reading Skills, Teaching Methods, Vocabulary Development, Word Recognition

This book of reading is a compilation of periodical articles, most of which have been published in the last five years. Part 1 contains three articles which relate to the process of reading. Part 2 discusses reading readiness development at home and at school. Two articles discuss aspects of the home environment which best help prepare children to achieve success in beginning reading, and one article looks at reading readiness development in kindergarten. Part 3 is composed of a number of articles which discuss the various elementary reading approaches. The methodology of the language-experience and basal reader approaches is illustrated in five articles. Five other articles are related to individualized reading and how it can be used in conjunction with other reading approaches. Part 4, "Reading Skills and Grouping for Individual Differences," discusses phonics, structural analysis, context clues, vocabulary, comprehension, critical reading, and content reading. Part 5 is devoted to articles on the diagnosis and remediation of reading difficulties in the elementary school and to articles on teaching culturally disadvantaged children and disabled readers. (WR)

ED 075 775 CS 000 455

Robinson, H. Alan
Teaching Effectiveness and the Language Arts.

Pub Date 73
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana February 25 - March 1, 1973)

sociation (New Orleans, Louisiana February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Effective Teaching, Elementary Education, *Language Arts, Reading, *Student Evaluation, *Student Teacher Relationship, *Teacher Evaluation, Teacher Improvement, Teaching Methods

This paper explores criteria for judging teaching effectiveness in the language arts. The author argues that a number of studies have been concerned with viewing pupil-teacher interaction during instruction, but few have focused on this interaction during the teaching and learning of specific language arts lessons. There is a need for establishing relationships between interaction and pupil success. The author praises a recent study by Frizzi, utilizing and interrelating Mitzel's three classifications for criteria of teaching effectiveness (product—measure of student growth; process—social interaction of pupils and teachers; presage—such predictors as teacher traits and successes on paper and pencil tests, etc.). It is concluded that observation of specific teacher-student interactions during specific types of language arts lessons with some measure of achievement administered may be more useful for viewing teacher effectiveness in the language arts than vague evaluations undertaken in the past. (Author/DI)

ED 075 776 CS 000 456

Southgate, Vera, Ed.
Literacy at All Levels. Proceedings of the Annual Study Conference of the United Kingdom Reading Assn. (8th, Manchester, 1971).

Pub Date 72
Note—220p.
Available from—Ward Lock Educational, 116 Baker Street, London W1M 2BB (1.90 paper)

Document Not Available from EDRS.

Descriptors—Conference Reports, Language Ability, Language Arts, *Language Development, *Language Instruction, *Language Skills, Listening Skills, *Literacy, Reading Development, Reading Difficulty, *Reading Instruction, Reading Research, Reading Skills, Speech Skills, Writing Skills

Identifiers—United Kingdom, United Kingdom Reading Association

Edited versions of selected major papers presented at the July 1971 study conference of the United Kingdom Reading Association, which had the theme "Literacy at All Levels," are included in this book. This group defines literacy as "the mastery of our native language in all its aspects, as a means of communication," and includes within this definition speaking and listening ability as well as reading and writing ability. The group also recognizes various levels of proficiency in these language skills—the nursery school student and the university student have different literacy levels. Hence, the teaching of reading and the other language skills is seen as a development process which requires attention from educators from school entry to school leaving and beyond. The 27 papers collected here are arranged in six broad categories: (1) Improving Literacy Standards in the UK and the USA, (2) Initial Mastery of Language Skills, (3) Extending and Utilizing Language Skills, (4) Reading Difficulties, (5) The Teachers of Reading, and (6) Reading Research. (TO)

ED 075 777 CS 000 457

Mountain, Lee Harrison
How to Teach Reading Before First Grade; A Guidebook for Teachers and Parents.

Pub Date 70
Note—80p.
Available from—Dreier Educational Systems, Inc., 320 Raritan Avenue, Highland Park, N. J. 08904 (\$2.96)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Early Reading, *Kindergarten, Parent Participation, *Preschool Children, *Reading Instruction, *Reading Interests, Reading Skills, Vocabulary

This book is aimed primarily at assisting parents, nursery school teachers, and kindergarten teachers with teaching their children to read prior to beginning first grade. The preface, "The When, Who, Why, What, and How of Early Reading Instruction," discusses the preliminary aspects of early reading instruction and provides background information. Chapter 1 relates the initial steps one would want to take with a child

when teaching him some basic words. Chapter 2 suggests a method of making a storybook for the child. Chapter 3 is about phonics and how the symbol sound relationships can be taught. Chapter 4, "Teaching Names and Action Words," suggests the use of action words that are appropriate for the interests of the child. Chapter 5 provides ways to write individual books. Chapter 6 gives examples of more intensive instruction with phonics, and Chapters 7 through 9, "Frequently Used Books," "Books from the Library," and "Blending and Printing," are presented as ways of furthering pupil progress in reading. (WR)

ED 075 778 CS 000 458

Robbins, Edward L.
Tutors Handbook.
National Reading Center, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73
Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Lesson Plans, Reading Comprehension, Reading Failure, *Reading Instruction, *Reading Skills, *Teaching Guides, Tutorial Programs, *Tutoring

Identifiers—National Reading Center

The purpose of this handbook, which was developed by the National Reading Center, is to bring to each child who is having trouble learning to read a trained tutor to give him the right kind of help. Sections are given to explaining some characteristics of children who have reading problems, outlining some general principles of successful tutoring, listing tutoring tips, describing the major areas of reading skills, and providing a reading skills checklist. The rest of the handbook provides sixty sample lessons, each accompanied by a behavioral objective, for developing various reading skills. (See CS 000 462 for related document.) (HS)

ED 075 779 CS 000 459

Cunningham, Donald J. Keller, Don F.
Recall Instruction and Learning from Text with Adjunct Questions. Institute Report No. 103.

Indiana Univ., Bloomington. Inst. for Child Study.
Pub Date 2 Oct 72
Note—16p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, Louisiana, February 25-March 1, 1973).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Information Processing, Learning Processes, *Questioning Techniques, *Reading Research

This study is one of a series of studies conducted or planned by the authors investigating the information processing strategies employed by students who are placed in a quasi-instructional setting of learning from text with questions interspersed. The subjects were 65 undergraduate students from two introductory educational psychology courses. Three factors were investigated: questioning procedure, instructions, and scales. Two question positions were investigated: (1) subjects answered questions just before relevant text portions, and (2) subjects answered those same questions after reading the relevant text portions. Instructions to subjects were of two types: Part, which indicated that the inserted questions were only a part of the questions which would appear on the criterion test, and Total, in which subjects were instructed that the inserted questions represented the total information they were expected to learn. Some of the results indicated: no differences were observed on practiced items; Dunnett's test revealed that the control group exceeded the experimental group on non-practiced items; and the control group was fastest on practice retention. (Author/WR)

ED 075 780 CS 000 460

Anderson, Enid R.
A Study of Observed Teacher Behavior as a Predictor of Philosophy, Attitude and First Grade Reading Achievement.

Pub Date 72
Note—176p.; Ph.D. Dissertation, University of Utah

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73,33-304, MF\$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Classroom Observation Techniques, *Educational Philosophy, Grade 1, *Reading Achievement, *Teacher Attitudes, *Teacher Behavior, *Teacher Morale

This study examined the concurrent validity of observed teacher behavior as a predictor of teacher philosophy, teacher professional attitude, and teacher ability to forecast first-grade reading achievement. The population consisted of ten first-grade teachers and 260 students from five Farmington, Utah, schools. In early September, before any reading tests had been analyzed, each teacher predicted the expected May reading level for each student. Also in September the Education Scale VII, measuring the degree of traditionalism or progressivism, and the Purdue Teacher Opinionnaire, measuring teacher morale or attitude toward the teaching profession, were administered to each teacher. Three 40-minute observations of each teacher were made in December using the Classroom Behavior Scale, a measure of both verbal and nonverbal interaction. Alternate forms of the MacGinitie Reading Tests were administered to the students in February and late April. No significant correlations were found between the negativity or positiveness of teacher behavior as measured by the Classroom Behavior Scale and by each of the other three measures of teacher behavior. Several recommendations on methodology and instruments used were made. (Author/TO)

ED 075 781 CS 000 462

Problem Solving Exercises.

National Reading Center, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [73]
Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Beginning Reading, *Reading, Reading Ability, *Reading Diagnosis, Reading Materials, *Reading Readiness, *Reading Skills, Reading Tests

This packet of reading problem exercises is designed to be used by either the tutor or the classroom teacher for the purpose of informally assessing reading proficiency in children. There are two sets of cards in this packet. Each reading skill identified has two items—one appearing in each set of cards. The reading problem-solving exercises have been designed so that one from either set of cards is to be given to the child before instruction; the other item is to be given to the child when either the teacher or the tutor decides the child can perform the task efficiently. The exercises contained in this packet are not intended to be comprehensive in nature. They simply isolate specific reading skills and are to be used for the purpose of informally examining reading proficiency in children. (See CS 000 458 for related document.) (Author/WR)

ED 075 782 CS 000 464

Spache, George D. Spache, Evelyn B.
Reading in the Elementary School. Third Edition.
Pub Date 73

Note—595p.
Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210 (\$10.50 cloth)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Content Reading, Critical Reading, *Developmental Reading, Group Reading, Individualized Reading, *Reading, Reading Comprehension, Reading Diagnosis, *Reading Instruction, *Reading Materials, *Reading Programs, Reading Skills, Remedial Reading

This book is intended primarily for use in training elementary school teachers in methods of teaching reading. Chapter 1, "Ways of Defining the Reading Process," looks at the developmental aspects of reading and how the processes involved vary with developmental stages. Chapter 2 discusses readiness and reading at the preschool and kindergarten level. Chapter 3, "Readiness Training," provides information about visual perception, language and auditory discrimination training, and reading concepts. Chapters 4 through 8 are concerned with approaches to teaching reading, including the basal approach, the individualized approach, the linguistic approaches, the language experience approach, and innovations. Chapters 9 through 15 deal with programs for reading instruction. Discussed in these chapters are: (1) the combined program for the primary grades, (2) steps for individualized read-

ing, (3) the combined program for the intermediate grades, (4) word recognition techniques and skills, (5) building vocabulary, (6) developing comprehension and critical reading skills, and (7) classroom management. (WR)

ED 075 783 CS 000 467

Macdonald, James B., Ed.

Social Perspectives on Reading: Social Influences and Reading Achievement. Perspectives in Reading No. 17.

International Reading Association, Newark, Del.

Pub Date 73

Note—83p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$3.50 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Communication Problems, Cultural Factors, Environmental Influences, Multimedia Instruction, *Political Attitudes, *Reading, *Reading Achievement, Reading Processes, Social Factors, *Social Values, Teacher Education

This collection of short papers examines reading as a social institution. Rolland Callaway begins with the idea that the teaching of reading must be looked at in terms of educational policy or politics. Jack E. Williams follows with a semihistorical orientation which traces social class, ethnic, and racial biases on achievement. James B. Macdonald continues with a broad view of the impact of technology upon culture and specifically that of television upon reading. Wayne Berridge looks specifically at the reading establishment as a social phenomenon. Modifying this theme, Will Roy focuses upon the nature of school bureaucracy and how it may impinge upon reading achievement. John A. Zahorik discusses social factors in the classroom, particularly the general climate and teacher-pupil interactions, and their effect upon reading tasks. Alex Molnar completes the monograph with a broader look at the problem of values, suggesting that reading must be seen outside the context of technical problems where the concomitant teaching of values is put into focus. Macdonald offers a brief introduction and a short final summary. (Author/TO)

ED 075 784 CS 000 468

Noland, Ronald G., Ed.

Children and Reading: The Human Connectives. Proceedings of the Reading Conference (Auburn, November 10, 1972).

Auburn Univ., Ala. Dept. of Elementary Education

Pub Date Nov 72

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, *Conference Reports, *Developmental Reading, *Reading, Reading Diagnosis, *Reading Instruction, Reading Programs, *Reading Research

This publication is a compilation of the talks given at the 1972 Auburn University Department of Elementary Education Reading Conference. The theme of the conference was "Children and Reading: The Human Connectives." The topics and authors include: (1) "Children and Reading: The Human Connectives," by Donald E. Carline; (2) "Solving Problems through Books: Bibliotherapy," by Janet Warren; (3) "Some Problems and Solutions of Teaching Word Attack Skills to the Slow Learner," by Virginia Smythe and Janet Ennis; (4) "Developing Oral Language Abilities in Young Children," by Janice Noland; (5) "Toward Self Direction in Reading," by Kenneth Cadenhead; (6) "The Classroom Teacher's Role in Diagnostic Teaching," by Elizabeth Allen; (7) "Individualizing Reading in the Classroom," by June Thomas; (8) "Investigating Individualized Techniques in Teaching Word Recognition Skills," by Bobby Byrne; (9) "Using Children's Literature in a Directed Reading Lesson," by Louise Valine; (10) "USSR: Uninterrupted Sustained Silent Reading," by Linda Harvey; (11) "Establishing Early Stimulation Programs," by Dick Carroll and Eunice Mullins; and (12) "Children and Reading," by Donald E. Carline. (WR)

ED 075 785 CS 000 469

Fram, Ralph D.

A Review of the Literature Related to the Cloze Procedure.

Pub Date 72

Note—264p.; M.Ed. Thesis, Boston University School of Education

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Cloze Procedure, *Literature Reviews, Readability, *Reading, Reading Ability, Reading Achievement, *Reading Comprehension, *Reading Research, Reading Skills, Reading Tests

This review of the literature related to the cloze procedure includes most of the studies reported from 1953 to 1971. One hundred ninety-eight documents are included and are divided into four categories, studies in which the cloze procedure has been applied (1) as a measure of readability, (2) as a measure of comprehension, (3) as a measure of language facility, and (4) as an instructional technique. An appendix and bibliography are included. (WR)

ED 075 786 CS 000 473

Robinson, H. Alan, Ed. Thomas, Ellen Lamar, Ed.

Fusing Reading Skills and Content.

International Reading Association, Newark, Del.

Pub Date 69

Note—232p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$6.50 non-member, \$3.75 member)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Content Reading, Critical Reading, *Effective Teaching, *High School Curriculum, Reading Consultants, Reading Instruction, Reading Materials, *Reading Programs, Reading Skills, Teacher Guidance

This International Reading Association publication presents a view of the problems of reading in the content fields as they relate to the secondary school curriculum. The first part deals with the beginning and the growth of a comprehensive reading program at the University of Chicago Laboratory School. Eleven of the school's faculty provide insights into how a teacher in his own content area can upgrade his students' reading. An administrator and reading consultant at the same school relate how they support a school-wide reading effort. Papers composing the first part were all presented at a special institute at the 1969 International Reading Association Convention. Part 2 includes papers presented at other times during the convention but which were related to the general theme and which were in favor of a reading program as "part and parcel" of the content learning program. References are included with many of the individual articles. (This document previously announced as ED 036 399.) (NH)

ED 075 787 CS 000 476

Kerstiens, Gene, Comp.

Junior-Community College Reading/Study Skills.

An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date Nov 70

Note—45p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Community Colleges, *Junior Colleges, Reading Centers, *Reading Instruction, *Reading Programs, Study Centers, *Study Skills

This bibliography is limited to pertinent studies and prescriptions based on junior and community college populations and to literature addressed to the junior-college audience interested in the improvement of reading and study skills. Included are sections on program prescriptions; program descriptions; program evaluation; status and reaction surveys; centers and other facilities; methods and techniques; and testing, materials, and other areas. Each section includes a number of entries from journal literature, books, conference proceedings, dissertations, and other sources. Informative annotations and complete citation information are included for each entry. (This document previously announced as ED 046 676.) (MS)

ED 075 788 CS 000 477

Sartain, Harry W., Comp.

Individualized Reading, An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 70

Note—18p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Individualized Reading, Instructional Materials, Reading Instruction, *Reading Materials, *Reading Programs, *Reading Research

At the present time more than 600 publications concerned with individualized reading are available. The 84 items listed in this bibliography were selected to help the reader obtain varied points of view without reading 600 articles. The selected studies are arranged in four categories to include (1) carefully considered arguments for and against individualized reading, (2) research studies and summaries, (3) suggestions on instructional materials to be used, and (4) descriptions of programs which are fully individualized as well as those which incorporate individualized reading as one phase of the work. The entries appear according to the author's last name in the four categories and are followed by an annotation which summarizes the study's conclusions in many cases. (This document previously announced as ED 046 625.) (Author/DE)

ED 075 789 CS 000 478

Seels, Barbara, Comp. Dale, Edgar, Comp.

Readability and Reading. An Annotated Bibliography. 1971 Revision.

International Reading Association, Newark, Del.

Pub Date 71

Note—20p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Content Reading, Learning Disabilities, Literacy, Literary Styles, Mass Media, Measurement, *Readability, Reading Materials, *Reading Research, Sentence Structure, Vocabulary

An updated version of a bibliography of the same title published by the International Reading Association in 1966 is presented. The 1966 bibliography emphasized references from 1962 to 1965 and also included some early classic references. In the 1971 revision, emphasis is placed upon sources from the 1965 to 1970 period. The revised bibliography is selective, not comprehensive. Content of the bibliography is divided into the following sections: (1) General References on Readability, (2) Measuring of Readability, (3) Readability and Sentence Structure, (4) Readability and Vocabulary, (5) Readability and Literary Style, (6) Readability in Subject Area Materials, (7) Readability and Types of Learners, (8) Readability and Media, (9) Readability and Literacy Materials, and (10) Readability and Legibility. The bibliography contains 125 references which are alphabetized by author within each section. Complete citations and informative annotations are included. (This document previously announced as ED 049 896.) (Author/DH)

ED 075 790 CS 000 479

Stauffer, Russell G. Cramer, Ronald

Teaching Critical Reading at the Primary Level. Reading Aids Series.

International Reading Association, Newark, Del.

Pub Date 68

Note—44p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$2.00 non-member, \$1.75 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Critical Reading, Critical Thinking, Directed Reading Activity, Group Dynamics, Group Instruction, Group Reading, Interpretive Reading, Oral Reading, *Primary Grades, Reading Comprehension, Reading Development, *Reading Instruction, Reading Skills

Emphasis is placed on the need for and techniques in the development of critical reading at the primary level. The following steps for teaching reading as thinking and as acquiring ideas are presented: (1) developing purposes for reading, (2) developing habits of reasoning, and (3) developing habits of testing predictions. Underlying principles include (1) means of identifying purposes for reading, (2) adjustment of reading rate to the nature and difficulty of materials being read, (3) reading observation, (4) comprehension development, and (5) training in the fundamental skills of discussion, further reading,

and additional study writing. The aims of directed reading-thinking activities are to teach children the skills of extracting information of predictive value from a given context and to provide, through the group medium, thinking reader behavior that will be useful to pupils doing un-directed reading. Illustrations of directed reading activities at grades 1 and 3 are presented. References are included after individual articles. (This document previously announced as ED 017 157.) (JB)

ED 075 791 CS 000 485

Hatcher, Thomas Clark

The Development of Comprehension Skills in Selected Basal Readers.

Pub Date 71

Note—267p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-4514, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Abstraction Levels, *Basic Reading, Cognitive Processes, *Comprehension Development, Developmental Reading, Elementary School Students, *Language Arts, *Reading Comprehension, *Reading Development, Reading Skills

The purpose of this study was to enumerate, categorize, and compare the types of reading comprehension questions and activities included in the manuals of selected basal reading series. The Barrett Taxonomy—Cognitive and Affective Dimensions of Reading Comprehension was selected as the categorization taxonomy. Basal series were classified as traditional, phonic, or linguistic, and then five series—three traditional and one each phonic and linguistic—were selected randomly to be analyzed. A stratified random sample of 30 percent of the stories in each book at each grade level (one through six) was selected. The manual questions and activities for these stories were categorized in the taxonomy; a category of phonics-structure was added, and all items pertaining to phonics-structure and dictionary skills were tallied. Conclusions were: (1) authors of basal series place greater emphasis on skill development at the primary rather than the intermediate level; (2) the lower level thinking-comprehension skills are more emphasized than the higher level skills; (3) each series is very different from the other series in the nature of comprehension questions and activities; and (4) the differences in skill treatment confirm the differences in reading philosophies. (Author/TO)

ED 075 792 CS 000 486

Fowler, Flora C.

The Development of the "Like to Read" Program and an Appraisal of Its Effect upon Students' Attitudes toward Reading and upon Their Reading Achievement.

Pub Date 72

Note—290p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-2444, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Grade 6, Inservice Teacher Education, *Reading Achievement, *Reading Improvement, Reading Interests, *Reading Programs, *Student Attitudes

The purpose of this study was to develop the "Like to Read" program, to determine if this program promoted significant positive changes in sixth-grade students' attitudes toward reading, and to determine if it resulted in a significant gain in reading achievement. Nine sixth-grade classes in the public schools of upper East Tennessee were divided into three groups—three classes were experimental, three were control, and three were placebo. Over the four-month period of the study, training in the use of the "Like to Read" program for teachers of the experimental classes and aid in improving the conventional methods of teaching reading for the control group teachers were provided by the experimenter. Placebo group teachers received no treatment. No significant changes in students' attitudes toward reading or in reading achievement were found among the three groups. However, analysis of monthly gains for all three groups indicated the possibility of positive but not statisti-

cally significant effects on reading improvement for the experimental group. (Author/TO)

ED 075 793 CS 000 487

Fitch, Margaret Ellen

A Study of the Elementary Summer School Remedial Reading Program of the Omaha Public Schools.

Pub Date 72

Note—146p.; Ed.D., Dissertation, The University of Nebraska

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31,865, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Grade 5, Reading Ability, Reading Achievement, *Reading Instruction, *Reading Research, Reading Skills, *Remedial Reading, *Summer Schools, Urban Education

The purpose of this study was three-fold: (1) to make a study of the Elementary Summer School Remedial Reading Program of the Omaha Public Schools; (2) to evaluate the growth patterns and achievement trends of fifth grade students in the remedial reading program; and (3) to determine specific recommendations for future programs for summer school reading instruction. A brief history and description of the summer remedial reading program of the Omaha schools from 1968 through 1972 was included in the study, and an analysis was made of the growth patterns of fifth grade students enrolled in the remedial reading program during the summer session of 1971. Some of the conclusions indicated: (1) a follow-up study should be made on individuals who showed an unusual growth pattern in vocabulary and comprehension in relationship to their IQ; (2) consideration should be given to greater coordination of the activities of the summer school inservice programs with the regular school year; and (3) methods of selecting students to attend summer school should be reviewed. (Author/WR)

ED 075 794 24 CS 000 494

Hittleman, Daniel R. Robinson, H. Alan

Readability of High School Text Passages Before and After Revision. Final Report.

City Univ. of New York, Flushing, N.Y. Queens Coll.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cloze Procedure, Oral Reading, *Readability, Reading, Reading Comprehension, *Reading Materials, *Reading Research, Reading Skills, *Secondary School Students, Syntax

Identifiers—*Miscue Analysis

The purpose of this study was to investigate whether high school subject matter text which was revised on the basis of secondary school students' oral reading miscues that result in grammatical re-transformations had greater readability than the original text. The subjects, 217 students, were randomly selected and were assigned to stanine levels based on the results of the comprehension part of the Diagnostic Reading Test, Survey Section, Upper Level, Form B. A stratified subsample of 23 subjects was then selected to orally read the subject matter passages. The readings were tape recorded. The miscues were transcribed onto worksheets and analyzed according to the procedures of the Reading Miscue Inventory. An additional group of 96 ninth graders matched to the descriptive phase sample on Diagnostic Reading Test scores were randomly assigned to take one of the readability tests. Some of the conclusions indicated that (1) the oral reading of the students demonstrated that they attempted to read just the syntactical patterns of the subject matter passages in order to gain meaning and (2) the analysis of miscues revealed portions which were confusing and/or ambiguous. (Author/WR)

ED 075 795 CS 000 495

An Assessment Scale for Use in Examining a Reading Program. Draft.

Office of Education (DHEW), Washington, D.C.

Right to Read Program.

Pub Date [72]

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Check Lists, *Evaluation Criteria, Evaluation Techniques, *Guidelines, Program Development, *Program Evaluation, *Program Planning, Program Proposals, Reading Instruction, *Reading Programs

Identifiers—*Right to Read Effort

The United States Commissioner of Education asked the Right to Read Office to develop a means to examine systematically existing reading programs or proposals for developing reading programs. This request reflected three needs: (1) to help communities develop reading instruction programs that meet the needs of learners within those communities; (2) to provide a framework for examining the development of reading programs, but leaving freedom for tailoring instruction to local needs; and (3) to provide a basis for consistent assessment of funded programs. The assessment scale has been so constructed that it could potentially serve as a device for self-study, for reading project planning, for project proposal review, and for a site visit to an ongoing reading program. Nine general areas of evaluation are included in the scale: management and planning; goals and objectives; instruction; staff; leadership development; materials and facilities; community involvement; environment and background; and program evaluation, auditing, and reporting. (Author/TO)

ED 075 796 CS 000 496

Guthrie, John T.

Models of Reading and Reading Disability.

Pub Date 73

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Phoneme Grapheme Correspondence, *Reading, Reading Level, *Reading Processes, *Reading Research, *Reading Skills Identifiers—*Reading Model

The purpose of this investigation was to test whether the assembly or system model was more adequate to account for the relationships among subskills in normal and disabled readers. Thirty-eight subjects were divided into three groups. There were 19 disabled subjects with a mean chronological age of 9.17, a mean IQ of 104.84, and a mean reading level of 1.80. Ten normal-old subjects were matched to the disabled group on chronological age, 8.61, and IQ, 106.00, and the reading level of the group was 4.20. Nineteen normal-young subjects, with a mean age of 7.00, an IQ of 105.36, and a reading grade level of 1.91, were matched with the disabled on chronological age and IQ. Criterion referenced tests of phoneme-grapheme association skills were constructed and administered to both disabled and normal readers. The strength of subskills in the disabled group was virtually identical to the comparable subskills in the normals similar in reading level. Both of these groups were inferior to normals matched on age who had completely mastered each of these skills. Intercorrelations among subskills were high positive for the normals and were largely insignificant for the disabled. (Author/WR)

ED 075 797 CS 000 497

Swanson, Mary

Local Coordinating Committee Handbook.

National Reading Center, Washington, D.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date [72]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Community Programs, Community Services, Individualized Instruction, *Reading, *Reading Improvement, *Reading Instruction, *Tutoring

This pamphlet, part of the National Reading Center Volunteer Reading Tutor Program, presents information for the use of a local coordinating committee. The contents include: a volunteer reading tutor program, how the National Reading Center's program works, the local coordinating committee, membership and functions of the local coordinating committee, resource materials for the tutor program, and the role of the school in launching a volunteer program. Sample job descriptions are included for the tutor trainer, reading tutor, program coordinator, and building coordinator. An appendix is included. (WR)

ED 075 798

Narang, H. L.

Research in Reading Education in Canada: A Bibliography of Masters' Theses and Doctoral Dissertations.

Pub Date [71]

Note—11p.; Published in "Query," Sept.-Oct., 1971, V2 N3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Doctoral Theses, *Masters Theses, *Reading, *Reading Research Identifiers—*Canada

A listing of masters' theses and doctoral dissertations on research in reading education produced at Canadian universities is provided in this bibliography. Organized alphabetically by author, each notation gives the title, the institution, and the year of completion of the paper. An attached supplement includes the more recent theses and dissertations. (See related document ED 063 604.) (TO)

ED 075 799

Rich, Gene

Teaching Reading to the American Indian.

Pub Date May 73

Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Bilingual Education, Community Involvement, Individualized Reading, Parent School Relationship, *Reading Achievement, *Reading Instruction, *Reading Materials, Reading Material Selection, Self Concept, *Student Attitudes, Teacher Aides

The problems of Indian children as students in the educational system, and particularly the problems associated with learning to read, are discussed in this paper. The Indian child is not basically a competitive individual; hence, he cannot understand the traditional classroom's emphasis upon individual achievement. In general, the Indian student is involved in being, not in becoming. Therefore, education as preparation for the future is not a realistic motive for him. Research shows that many Indian children rely heavily on nonverbal means of expression. They must first be taught to speak and read their own language before English language instruction can be successful. The following guidelines are offered as recommendations for those involved with teaching reading to American Indian youth: (1) Identify the basic premises of Indian culture, or any culture, which require an adjustment in the learning setting. (2) Review and apply the teaching strategies which are applicable to the special instructional problems represented by Indian youth. (3) Recognize individual differences among Indian students as well as collective differences between students and majority groups. (4) Facilitate the ultimate goals of self-reliance and self-direction. (Author/TO)

ED 075 800 CS 000 500

Emans, Robert Fox, Sharon

Teaching Behaviors in Reading Instruction.

Pub Date Feb 73

Note—15p.; A summary report presented to the National Conference on Research in English and at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Reading, *Reading Instruction, Reading Interests, *Reading Research, *Student Teacher Relationship, *Teacher Behavior, Teacher Characteristics, Teacher Guidance, *Teaching Skills, Teaching Styles

In this article the authors have summarized what appears to be the most important implications coming from the recent research on teaching behaviors in reading. This study indicated that: (1) trained teachers display method prescriptions while untrained teachers do not; (2) teacher personality influences teaching behavior; and (3) because teachers have difficulty gauging the ability level of children, they place children into reading ability groups according to some non-competence based criteria established to determine their learning potential. Teachers were also found to be the predominant actors in the classroom, because they restrict—quantitatively and qualitatively—the participation of children. The potential of child-child interaction are seldom recognized as a part of the learning situa-

tion. There is, in the author's opinion, a need for future research to explore children's visible attributes, which teachers use for judging their learning potential, and to explore the kind of in-service training needed to promote the occurrence of teaching behaviors which help children learn. (Author/WR)

ED 075 801

Sargent, Eileen E. And Others

How to Read a Book. Reading Aids Series.

International Reading Association, Newark, Del.

Pub Date 70

Note—48p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 209, \$2.00 non-member, \$1.75 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developmental Reading, *Elementary Grades, Literature, *Reading, Reading Development, Reading Habits, Reading Improvement, *Reading Instruction, *Reading Skills, *Secondary School Students, Study Skills

This booklet, a title in the International Reading Association's Reading Aids series, is designed for the purpose of providing teachers with practical assistance for teaching reading. The contents include suggestions for elementary and secondary teachers to use in helping students learn how to study textbook material and how to read narrative material. The first part of the booklet concentrates on the study-type reading and explains how students can apply study techniques to their everyday assignments. The fundamental skills of reading are reviewed and purposes for reading are pointed out. The second part concerns the teaching of literature in the elementary school. This part of the booklet suggests how to call the pupil's attention to those aspects of literature that should enhance his understanding of the works and of the writers' craft so that he may possibly enjoy and appreciate the selections he reads. The chapter on reading narrative material in the secondary school focuses on the depths of understanding possible through teacher questions. (Author/WR)

ED 075 802

Quinn, Jeanette Carty, Elaine

A Unit of Study for Inner City School Children: A Team Teaching Approach to Teaching Reading Through Literature.

Pub Date 73

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Developmental Reading, *Disadvantaged Youth, *Elementary Grades, Language Experience Approach, Linguistics, *Literature, Reading, *Reading Instruction, Reading Skills, *Unit Plan

Identifiers—Spring Garden Elementary School

The purpose of this study was to develop a reading program that would allow for individual differences and that would attempt to develop in each child a desire to read and to improve his reading ability. Twenty-nine first-grade students and 30 third-grade students who were adjudged to be slow learners were selected from a school located in a deprived urban area. Children's objectives and teachers' objectives were written for the production of a play. A look-say beginning approach was used, involving basic skills from linguistics, language-experience, programed series, words in color, and some elements from the kinesthetic approach. Follow-up activities in different areas of literature were proposed that would allow the students to practice skills acquired during the first six weeks of the unit. The contents of this unit of study include (1) objectives, (2) initiating activities, (3) developmental activities, and (4) culminating activities. (WR)

ED 075 803

Gleitman, Lila R. Rozin, Paul

Teaching Reading by Use of a Syllabary.

Pub Date [72]

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, *Decoding (Reading), Disadvantaged Youth, Early Reading, Kindergarten Children, Phonemes, Grapheme Correspondence, Phonemes, Phonics, Reading Achievement, Reading Development, Reading Instruction, *Reading

Processes, *Reading Research, Reading Skills, Structural Analysis, *Syllables, Word Study Skills

Identifiers—*Syllable

Use of the syllable as a unit for initial acquisition of reading is advocated. It is argued that since English alphabetic writing is based on a mapping between sound-stream and symbol, a decoding approach is necessary at early stages of the acquisition process. However, conventional phonics methods confound two very difficult tasks in initial learning: (1) acquiring the notion that the orthography tracks sound directly and meaning only indirectly; and (2) understanding that the alphabetic unit corresponds to the highly abstract phonological unit, or phoneme, which is both difficult to pronounce in isolation and difficult to recognize and blend. On the basis of research in speech perception, it is suggested that syllables are more natural units than phonemes because they are easily pronounceable in isolation and easy to recognize and blend. Introduction to a syllable will teach children the basic notion of sound-tracking uncontaminated by simultaneous introduction of the difficult and inaccessible phoneme unit. Preliminary evidence that a simple 23-element syllable can be acquired with ease by inner-city and suburban kindergartners is presented. In particular, it is shown that this population can blend previously untaught combinations of known syllables to form and comprehend new multisyllabic words. (Author/TO)

ED 075 804 CS 000 508

Rosen, Carl L., Comp. Ortego, Philip D., Comp. Issues in Language and Reading Instruction of Spanish-Speaking Children. An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 69

Note—31p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 317, \$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Bilingual Students, Intelligence Quotient, Measurement, Measurement Techniques, Reading, *Reading Achievement, *Reading Instruction, Reading Materials, Reading Research, Reading Skills, *Research, Second Languages, *Spanish Speaking

This annotated bibliography on language and reading instruction of Spanish-speaking children is divided into six major categories. The introductory section presents fundamental issues, broad concepts, basic understandings, and related areas that are of importance to an understanding of the major topic. Section 2, "Measuring and Appraising Intelligence," has been developed so that workers can have access to some experimental studies dealing with issues related to the appraisal of these abilities in Spanish-speaking children. Section 3 presents articles which deal with some specific factors involved in the acquisition of a second language. Many of the articles were selected for their relevance to the language arts teacher in her role as a teacher of Spanish-speaking children. "Factors Pertaining to Reading Achievement," section 4, includes several studies but many more theoretical articles dealing with various issues pertaining to reading for Spanish-speaking children. The articles in section 5 are related to the concept and process of bilingual education as well as to justifications for various approaches. A number of research reviews and bibliographies are included in section 6 for individuals who wish to pursue this area of study beyond this annotated collection. (Author/WR)

ED 075 805 CS 000 510

Dunkeld, Colin G.

The Portland EPDA Reading Program: Second Year: An In-Service Training Program in the Teaching of Reading.

Portland State Univ., Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 73

Grant—OEG-0-70-4043(725)

Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Development, Developmental Reading, *Elementary Grades, *In-service Teacher Education, Reading, Reading

Achievement, Reading Centers, Reading Consultants, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, *Teacher Aides, Teacher Education

The second year of the Portland EPDA Reading Program was a modification of an in-service program in the teaching of reading which had been carried out in four Portland elementary schools during the previous year. Four school principals, 38 teachers of grades one through four, 16 teacher-aides, and 22 parent volunteers participated in the program under a staff drawn jointly from the Portland State University and the public schools. Objectives were drawn up for the program and related to all of the participants. Teachers were released from classroom duties every Friday afternoon to participate in training activities at the university; the teacher aides attended workshop sessions at the university once a month and received supervisory assistance in the schools; the parent volunteers attended a program every Thursday at the university and gave voluntary assistance to teachers during the week; and the principals of the four schools met periodically with the program staff to assist with planning. Tests, questionnaires, and observational schedules were designed to evaluate the effectiveness of the program. All of the participants made significant gains in their particular areas, and the schools benefited from resources placed at their disposal. Overall, the program was termed successful. (WR)

ED 075 806 CS 000 511

Robinson, Richard D., Comp.

An Introduction to the Cloze Procedure; An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 72

Note—12p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (Order No. 325, \$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Cloze Procedure, *Readability, Reading Ability, Reading Comprehension, *Reading Research, Reading Skills, Reading Tests, *Research, *Teaching Techniques, Tests

The aim of this bibliography is to provide a reference on the cloze procedure for the practitioner and the researcher. The selection of material was done on the basis of (1) the importance of the source as a contribution to cloze research, (2) the extent and the usefulness of the source's bibliography as a guide to related research, (3) the implications for practitioners, (4) the suggested possibilities for future research using the cloze procedure, and (5) the ease with which the original source could be obtained. The sources used in the bibliography have been arranged into four categories: general references, methodology of cloze construction, use of cloze as a measure of readability, and use of cloze as a teaching strategy. No attempt has been made to include every available article dealing with the cloze procedure, but the author hoped the reference would be inclusive enough to provide sufficient information for an extensive review of a particular area. (Author/WR)

ED 075 807 CS 000 514

A Survey of New Jersey Psychiatrists and Psychologists Pertaining to the Proscription by Legislation of Sexually Oriented Publications for Persons Under 18 Years. Final Report.

New Jersey Committee for the Right to Read, Caldwell.

Pub Date Jan 67

Note—31p.

Available from—New Jersey Committee for the Right to Read, Box 250, Caldwell, N. J. 07006 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *Delinquency, Legislation, Psychiatry, Psychology, *Publications, *Sexuality, *Social Attitudes, *State Laws

This study discusses a questionnaire concerning a proposed New Jersey law which would proscribe sexually oriented publications from sale to persons under eighteen years of age. The questionnaire was sent to New Jersey psychiatrists and psychologists. A copy of the proposed legislation, a copy of the questionnaire and the letter accompanying the questionnaire, tabular results of the survey, some selected signed and unsigned written responses to the question-

naire, and a summary of the data are included in the study. Most of the respondents felt that the reasons for passing the legislation were invalid. Some of the conclusions of the survey were that: (1) only 1.48 percent of the respondents saw a statistically significant relationship between antisocial behavior and exposure to sexually oriented publications; (2) about 60 percent of the respondents felt that the availability of the publications minimized antisocial behavior by providing a vicarious outlet; and (3) 80 percent of the respondents felt that the removal of such materials by the state would not be beneficial in encouraging a healthy and accurate view of sex by the younger person. (Author/DI)

ED 075 808 CS 000 516

Harris, Albert J.

Approaches to Teaching Reading: The Systems Approach Versus the Basal Reader Approach.

Pub Date May 73

Note—10p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Basic Reading, *Conference Reports, *Developmental Reading, Individualized Reading, *Reading, *Reading Instruction, *Reading Materials, Reading Research, Reading Tests

This paper presented at the International Reading Association in Denver defines a basal reader series as an interrelated set of materials for teaching fundamental reading skills and attitudes, including not only traditional eclectic basal readers but also linguistic, phonic, and programed series. As new developments come to the fore in reading instruction, authors, editors, and publishers of basal readers prepare new or revised series incorporating those trends which they consider worthwhile. Currently important trends which are likely to appear in basal readers of the near future include behavioral objectives, criterion-based mastery and diagnostic tests, and prescribed individualized practice based on analysis of pupil needs, some of it audio-visual or multi-sensory. As these trends develop, the differences between systems approaches and basal reader approaches will diminish. Much will depend on the ability of ordinary teachers to manage a complicated system. (Author/WR)

ED 075 809 CS 000 517

Keller, Don F. Cunningham, Donald J.

A Comparison of Prompting and Adjunct Questions in Learning from Text. Institute Report No. 102.

Indiana Univ., Bloomington. Inst. for Child Study. Pub Date 27 Sep 72

Note—15p.; Paper presented at the Annual Convention of the American Educational Research Association (New Orleans, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Questioning Techniques, Reading, *Reading Ability, *Reading Comprehension, Reading Processes, *Reading Research, *Reading Skills

This study was designed to explicate the nature of the processes utilized by students when learning from textual materials when the text has been augmented by interspersing questions at various points. Sixty undergraduate students were randomly assigned to one of six treatment groups. The experimental treatments were: (1) questions shortly before, underlined answers (SBU); (2) questions shortly after, underlined answers (SAU); (3) no questions, but same underlined materials as SBU and SAU (NQU); (4) questions shortly before (SB); (5) questions shortly after (SA); and (6) no questions, no underlining (NQ). The subjects worked through the text at their own rate. They were not permitted to review the text. Each group was informed that they would be tested on how much content they could remember, and, upon completing the text, they were given a 40-question criterion test. The same test was administered to all subjects again five days later. The results indicated that performance on the immediate test was better than performance on the delayed tests, that retention of practiced items was higher than retention of non-practiced items, that question position was not significant, and that all time differences among treatment groups were significant. (WK)

ED 075 810

CS 000 518

Vilcek, Elaine C., Ed.

A Decade of Innovations: Approaches to Beginning Reading; Proceedings of the 12th Annual Convention of the International Reading Association, Volume 12, Part 3.

International Reading Association, Newark, Del.

Pub Date 68

Note—276p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 413, \$3.50 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Beginning Reading, *Developmental Reading, Individualized Reading, Initial Teaching Alphabet, Language Experience Approach, Linguistics, Multimedia Instruction, Programmed Instruction, *Reading, *Reading Instruction, *Reading Materials, Reading Research

Identifiers—Words In Color

This publication is designed to acquaint reading teachers with various approaches and media in beginning reading instruction. The nine broadly based innovative aspects considered are Using Language Experiences, Individualizing Beginning Reading, Using Color, Applying the Linguistics of Sounds in Words, Using i.t.a. in the United States, Using i.t.a. in Great Britain, Applying Structural Linguistics, Programmed Instruction and Automation, and Using Multimedia Techniques. Two major papers and follow-up discussions are included for each topic. Descriptions, personal views, and research findings related to the innovative ideas are presented. (Author)

ED 075 811

CS 000 534

Laughter, Mabel Y.

Introduction to Reading: A Study Guide.

Pub Date 72

Note—349p.; Unpublished study

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Annotated Bibliographies, College Students, Content Reading, Developmental Reading, Grouping (Instructional Purposes), *Literature Reviews, *Reading, Reading Development, *Reading Instruction, Reading Materials, Reading Processes, Reading Research, Reading Skills, *Reference Materials, Remedial Reading, Teacher Education

Intended as an aid to college students in reading, this reference guide is composed of eight major topics for the study of reading instruction: overview of the reading process, prerequisites for success in reading, development of reading power and efficiency, reading in the content fields, grouping for instruction, teaching methodology and materials, appraisal of reading development, and readers with special needs. An additional category is provided for those research summaries and bibliographies which apply to reading instruction in general. Each major topic is subdivided into its component elements with further division when necessary for understanding. The reference entries for each subtopic are catalogued according to the type of literature available—reviews and summaries of research and bibliographies, research studies, and theoretical discussions. A bibliographic author index is also included in the document. (Author/TO)

ED 075 812

CS 200 392

Welford, Thomas Winfred

An Experimental Study of the Effectiveness of Humor Used as a Refutational Device.

Pub Date 71

Note—99p.; Ph.D. Dissertation, Louisiana State University and Agricultural and Mechanical College

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-17,822, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*College Freshmen, Debate, *Humor, Language Arts, *Persuasive Discourse, Political Attitudes, Public Speaking, Rhetoric, *Speech, *Speech Evaluation

This study investigated the relative effectiveness of a political speech of refutation using humor and one which did not use humor. Three speeches were tape-recorded and played before 328 college freshmen students: the first was a speech of advocacy, the second was a speech of refutation, and the third was the same as the second, but humor was added. It was found that

(1) subjects hearing the serious and humorous refutations differed significantly in rating the speaker's ethos; the character and authoritative-ness of the speaker were rated significantly higher for the serious refutation; (2) the level of the credibility introduction did not significantly affect ratings of the speaker's humorlessness; (3) subjects' attitudes toward the topics of the speeches did not differ significantly when the topics were state road improvement and reform of homes for the aged, but the serious refutation was more persuasive on the topics of federal revenue sharing and wiretapping; and (4) there was relatively little significant difference in subjects' commitment on the topics of the speeches between the serious and humorous refutations. (Author/DI)

ED 075 813

CS 200 393

Cox, Adrienne Flore

The Receptiveness of Black Students to Dialects Sometimes Different from Their Own.

Pub Date 71

Note—156p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,543 MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—American English, Caucasians, *Childhood Attitudes, *Dialects, *Elementary Grades, *Ethnic Groups, Native Speakers, *Negro Attitudes, Racial Differences, Racial Factors

This study sought to determine (1) what attitudes black children have at the primary level, fifth grade, and eighth grade regarding dialects sometimes different from their own, and (2) what cues children use in identifying the race or ethnic background of taped speakers. An audio tape was made of thirteen speakers retelling Aesop's Fables. The speakers were three black and four white males, and three black and three white females. After listening to these speakers of various American dialects, the children answered a questionnaire in which they identified the speaker and the speaker's race and/or ethnic background by selecting photographs of the assumed speaker. Personal interviews with six children from each grade provided reasons for some of the selections. Included among the seventeen conclusions that were drawn from the study were: that most inner and outer city black children in the fifth and eighth grades did not compare their own voices to the speaker when evaluating the voices; that inner city children identified black speakers more often than outer city children; and that outer city fifth and eighth graders perceived their voices as being different from those of white speakers. (Author/DI)

ED 075 814

CS 200 394

Vickers, Nolan Lamar

An Analysis of Three Methods of Teaching English on the Attitude and Achievement of Educationally Deprived Students.

Pub Date 72

Note—75p.; Ed.D. Dissertation, Mississippi State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,990, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Age, Composition (Literary), *Disadvantaged Youth, *Educational Attitudes, English, *Grade 10, Instructional Media, Language, Literature, Secondary Education, *Teaching Methods

This study investigated the effects of three different methods of teaching English on English achievement and attitude toward school of tenth-grade, educationally deprived students. Three groups of twenty students were matched according to English achievement scores, chronological ages, and attitude scores. Pretests and posttests of attitude and achievement were given. For six months each matched group was taught a different English program: Group A was taught a traditional program in which literature, language, and composition were separate units; in Group B these three units were taught together; and Group C was taught by a method interrelating these units and using different instructional media. No significant difference was found in posttest scores in achievement or attitude between the students

in Groups A and B. The achievement and attitude scores of students in Group C were significantly higher than those of students in both Group A and Group B. (Author/DI)

ED 075 815

CS 200 404

Kunz, Linda Ann, Viscount, Robert R.

Write Me a Ream: A Course in Controlled Composition for Job Training and Adult Education (includes handbook).

Pub Date 73

Note—62p.; handbook, 38p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, N. Y. 10027 (\$1.50; \$0.75 handbook)

Document Not Available from EDRS.

Descriptors—*Adult Education, Capitalization (Alphabetic), Composition (Literary), *Expository Writing, Grammar, Letters (Alphabet), On the Job Training, Paragraph Composition, Punctuation, Spelling, *Student Writing Models, *Technical Writing, *Writing Skills

This handbook for teachers and the accompanying student workbook are the basic materials in a course on controlled composition that can be used for on-the-job training, adult education, or as part of a writing course for students at various grade levels. Controlled composition is a program for improving expository writing skills; the program consists of 60 model passages, each accompanied by numbered sets of instructions called steps. The 26 steps form a graduated sequence from simple copying to clause subordination. Each student works on a step until he masters it, and until he completes this step he remains on that level but uses different model passages. The main purpose of the program is to give students extensive, individual, closely supervised practice in using the conventions of written English—punctuation, capitalization, paragraph indentation, letter shapes, spelling, and grammatical inflections. Other purposes of the program are to develop proofreading skill and the motivation to write. The handbook gives instructions in teaching the program and offers suggestions for integrating it within a larger writing course. The student workbook contains the model passages and the writing exercises. (Author/DI)

ED 075 816

CS 200 418

Hillocks, George, And Others

The Dynamics of English Instruction: Grades 7-12.

Pub Date 71

Note—645p.

Available from—Random House, Inc., Subs. of Radio Corp. of America, 201 E. 50th Street, New York, N.Y. 10022 (\$9.95 cloth)

Document Not Available from EDRS.

Descriptors—Composition (Literary), Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, *English Instruction, English Programs, *Junior High Schools, Language, Literature, *Secondary Education, Teaching Methods, Teaching Models

This curriculum guide to English instruction in grades seven through twelve moves from discussions of theory to discussions of practice. Section I deals with various aspects of planning and classroom operation from an examination of English as a subject of study to basic rationales for deciding what to teach and methods for evaluating instruction. Sections II, III, and IV, on teaching literature, language, and composition, examine traditions in each area and philosophical and theoretical ideas underlying specific suggestions about instruction. Several fully developed instructional units, which are intended as models for the creation of other units, are also included. Most of these units suggest a specific grade level, but some may be used at any one of several grade levels. The book may be approached through either the specific instructional materials or the theoretical chapters, but the writers suggest that the two sections eventually be related to one another. An index is included. (Author/DI)

ED 075 817

CS 200 430

Claerbaut, David

Black Jargon in White America.

Pub Date 72

Note—89p.

Available from—Wm. B. Eerdmans Publishing Co., 255 Jefferson Ave., S.E., Grand Rapids, Mich. 49502 (\$1.95)

Document Not Available from EDRS.

Descriptors—African American Studies, *Dictionaries, *English, Negro Attitudes, *Negro Culture, *Negro Dialects, *Negroes, Racial Discrimination, Semantics

This book discusses the special jargon used by black people in the United States. In the first two chapters the author, a white man, discusses his personal experiences with the black community in order to establish an argument for the need for more awareness of what black jargon is and how it is used. Chapter three proposes that standard English should not be the only acceptable language and suggests that if whites learned more black jargon (and spoke it respectfully), race relations might see some improvement. Chapter four discusses some of the functions and possible origins of selected examples of black jargon. The last section of the book is a dictionary providing samples of black jargon, with an emphasis on terms used nationwide by urban blacks. The dictionary is cross-referenced and provides parts of speech for most of the words and phrases. (Author/DI)

ED 075 818 CS 200 431

DeStefano, Johanna S.
Language, Society, and Education: A Profile of Black English.

Pub Date 73
Note—326p.
Available from—Charles A. Jones Publishing Company, 4 Village Green, S. E., Worthington, Ohio 43085 (\$8.95 cloth)

Document Not Available from EDRS.

Descriptors—*English Instruction, Linguistic Patterns, Linguistic Theory, *Negro Dialects, *Reading Instruction, *Sociolinguistics, Standard Spoken Usage, *Teacher Attitudes, Ten Identifiers—Black English

The selections in this book reflect a concern for understanding urban ghetto vernacular and its implications for teachers. Chapter one provides preliminary information on Black English and an orientation to the linguistic viewpoint taken by the remaining articles. Chapter two discusses the social conditions under which Black English may be spoken; these conditions are described from anthropological and sociological viewpoints. The parts of the chapter on verbal behavior describe how and for what purposes Black English may be used by ghetto blacks. The studies in chapter three include systematic descriptions of the phonology and syntax of Black English and social variables which help determine the number of Black English forms which are actually realized in the speech of a black person. Chapter four deals with the import of teachers' attitudes toward Black English for ghetto black children's education, and the selections in chapters five and six reflect an educational concern for the many ghetto black children who are apparently having language and literacy problems. The concern rests primarily with teaching "standard" English and reading since the teaching of spelling and writing is largely unexplored. Educational suggestions and applications based on the informed opinions of linguists are also found in chapters five and six. (HS)

ED 075 819 CS 200 433

Gerson, Stanley
A Glossary of Grammatical Terms: An Aid to the Student of Languages.

Pub Date 69
Note—73p.; Published by University of Queensland Press
Available from—International Scholarly Book Services Inc., P. O. Box 4347, Portland, Ore. 97208 (\$1.00)

Document Not Available from EDRS.

Descriptors—*English, *Glossaries, *Grammar, *Indo European Languages, Language Usage, Linguistics, *Modern Languages, Second Language Learning, Vocabulary

This book is a glossary of traditional grammatical terms for students of modern languages. It attempts to describe, rather than to define, the technical vocabulary of language learning. Illustrative material, usually descriptive of English usage, is provided on the principle that if the student knows how his own language operates, he will be better able to know how a foreign language operates. Etymologies are given for all terms of Latin, Greek, and Romance origin. The terms in the glossary are used in grammars of the major European languages but are of varying importance in descriptions of such non-Indo-Eu-

ropean languages as Chinese and Arabic. Some phonetic terminology and some terms from modern linguistics, such as morpheme and allophone, are also included. (Author/DI)

ED 075 820 CS 200 439

Magazine Fundamentals for Student Publications and the Official CSPA Scorebooks for General, Literary, and Literary-Art Magazines.

Columbia Scholastic Press Association, New York, N.Y.
Pub Date 73
Note—40p.

Available from—Columbia Scholastic Press Assn., Box 11, Central Mail Room, Columbia Univ., New York, N.Y. 10027 (\$1.25 non-member, \$1.00 member)

Document Not Available from EDRS.

Descriptors—Art Activities, Curricular Activities, Composition (Literary), Editorials, *Evaluation Criteria, Expository Writing, *Journalism, *Literature, *School Publications, *Secondary Education

This handbook provides the 1973 basic principles of the Columbia Press Association for determining the quality of the writing, publishing, and management of secondary school and college student publications. Official scorebooks are provided for the general, literary, and literary-art magazines. The major portion of the handbook discusses "fundamentals for school magazines," including standards for judging (1) the editing and make-up of these magazines and (2) the content of literary magazines and editorial and feature material in the general magazines. Another section of the handbook discusses standards for reporting school activities frequently covered in these magazines: clubs, student government, alumni, sports, school projects, and exchanges with other school magazines. Some suggestions about how to use advertising in these publications are also included. (Author/DI)

ED 075 821 CS 200 455

Gowie, Cheryl J.
Effects of Children's Expectations on Mastery of the Minimum Distance Principle.

Pub Date Mar 73
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, Feb. 25-Mar. 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Educational Research, *Expectation, Linguistics, Primary Grades, Reading Comprehension, *Sentence Structure

Identifiers—*Minimum Distance Principle

The primary aim of this study was to ascertain whether expectations affect children's performance on a measure designed to assess development of understanding of the Minimum Distance Principle (MDP) and its exceptions. There were three major hypotheses: (1) sentences harmonious with expectation should be more easily understood than neutral sentences, and contrary sentences should be most difficult to understand, regardless of the verb; (2) there should be fewer misinterpretations of sentences using the verb "to tell" than of those using the verb "to promise," regardless of expectation; and (3) performance should increase with grade level. The test population consisted of 14 males and 14 females from each of the three levels (K-2). It was concluded that there seems to be a point at which expectations have the greatest effect on performance. There were differences between the harmonious and the contrary mean on "tell" sentences in kindergarten and grade one, even though the mean number of correct responses was relatively high. In grade two there was no such difference. (Author)

ED 075 822 CS 200 460

Slotnick, Henry B., Comp.
Selected Essays and Letters: A Selection of Papers Collected During the 1969-70 Assessment of Writing. Report 10.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP/OE-10

Pub Date Nov 72
Note—1,025p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. (\$8.00, including postage)
EDRS Price MF-\$0.65 HC-\$36.19

Descriptors—Age Differences, *Composition Skills (Literary), Creative Writing, Educational Accountability, Educational Background, *Elementary Education, Evaluation, Racial Differences, *Secondary Education, Sex Differences, *Writing Skills

Identifiers—*National Assessment of Educational Progress

This study contains writing samples from 9, 13, and 17 year olds and from adults (aged 26-35). The study is one of a series undertaken by the National Assessment of Educational Progress to gather information about how Americans write. The respondents, chosen by random sampling, wrote a letter or an essay in response to an exercise. Separate chapters include samples of the writings of each of the four age groups tested. The papers included are roughly at the 15th, 50th, and 85th percentiles in their respective distributions, or in the lower, middle, and upper ranges. The writings were transcribed for computer reproduction and appear as printouts in this report. Each chapter begins with a table which presents the region of the country, sex, color (non-black or other), community size and type, and highest educational attainment of the respondent's parents. (Author/DI)

ED 075 823 CS 200 480

Milford Visual Communications Project.
Milford Exempted Village Schools, Ohio.

Pub Date [72]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Communication Skills, *Elementary Education, Instructional Media, Language Arts, *Mass Media, Media Selection, Perceptual Development, *Secondary Education, Visual Learning, *Visual Literacy

Identifiers—*Milford Visual Communications Project

This study discusses a visual communications project designed to develop activities to promote visual literacy at the elementary and secondary school levels. The project has four phases: (1) perception of basic forms in the environment, what these forms represent, and how they interrelate; (2) discovery and communication of more complex perceptual elements, such as distance, angle, depth of field, contrast, texture, sequence, and the relationship between sound and image; (3) perception of the spatial and sequential relationships between image and sound, and (4) synthesis of these skills. Throughout the project the children learn to understand and operate the equipment of the new media and to use this knowledge to communicate ideas. A tentative outline of skills to be taught in units on visual perception, still photography, the relationship between sound and image, media hardware, and multimedia comparisons is presented. The study includes suggested teaching activities for the first three phases of the project. (Author/DI)

ED 075 824 24 CS 200 482

Communication Systems, Unit I: Language Curriculum, Level C [Grade Three]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—48p.

Available from—Accompanying reel-to-reel tape only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Curriculum Guides, *English Curriculum, *Grade 3, *Grade 4, Language Arts, Language Programs, *Nonverbal Communication, Signs, Teaching Guides

Identifiers—*Oregon Elementary English Project
Developed by the Oregon Elementary English Project for grades three and four, this first of two units on communication systems examines some

systems which function without the use of human language, i.e., highway signs, trail signs, railroad signals, and facial expressions and gestures. After having identified concepts about communication systems, the students develop a communication system of their own to show that only people who know the system can use the system and that communication systems make use of arbitrary signals. In the final lesson, students discover that human language is a system that enables them to do things they can't do with other systems. Each of the six lessons is accompanied by an explanation of its purpose, suggested materials and procedures, and suggestions for extension exercises. Supplementary materials include both an envelope containing charts, pictures, and instructions for additional projects and a tape on sounds, signals, and settings. (For the second unit on communications systems, see ED 200 483.) (See CS 200 484-499 for related documents.) (HS)

ED 075 825 24 CS 200 483
Communication Systems, Unit II: Language Curriculum, Level D [Grade Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Curriculum Guides, *English Curriculum, *Grade 3, *Grade 4, Language Arts, Language Programs, *Teaching Guides, Verbal Communication

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project for grades three and four, this second of two units on communication systems begins with a lesson which reinforces the concept that in order to communicate we must all have the same meaning for the signals used. Lessons 1 through 3 deal with the various kinds of communication signals used by humans; lesson 4 develops some understanding of what is meant by a communication system; lesson 5 helps students discover that human language is a communication system that uses words; lesson 6 emphasizes the systematic nature of human language; lesson 7 introduces the concept that human language is an unlimited system; and lesson 8 reviews the various characteristics of human language. Each lesson is accompanied by a statement of its purpose, suggested materials and procedures, possible extensions to the lesson, and various student exercises. A page that can be used on the overhead projector for lesson 5 is provided in a supplementary material packet. (For Unit I of this two-part Communication Systems unit, see CS 200 482.) (See CS 200 484-499 for related documents.) (HS)

ED 075 826 24 CS 200 484
Human Language, Unit I: Language Curriculum, Level D [Grade Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Animal Behavior, *Communication (Thought Transfer), Curriculum Guides, *English Curriculum, *Grade 3, *Grade 4, Language, Language Arts, Language Programs, Nonverbal Communication, Teaching Guides, Verbal Communication

Identifiers—Animal Communication, *Oregon Elementary English Project

Developed by the Oregon Elementary English Project, the lessons in this first of a two-part unit on the human language are built around Luther Click, a boy who turns into different animals to show that different creatures have different means of communicating. Intended for grades three and four, the six lessons develop the concept that different animals rely on different kinds of signals and on different senses in communicating. And, finally, the students are led to discover

that humans also rely on various senses to communicate but are able to communicate many things animals cannot, concluding that the human language system is unlimited. Each lesson is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and various student exercises. A bibliography for further information about animal communication is also included. Supplementary materials for some of the lessons are provided in a separate packet. (For Unit II on the Human Language, see CS 200 485.) (See CS 200 482-483 and CS 200 486-499 for related documents.) (HS)

ED 075 827 24 CS 200 485
Human Language, Unit II: Language Curriculum, Level C [Grade Three]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Animal Behavior, *Communication (Thought Transfer), Curriculum Guides, *English Curriculum, *Grade 3, *Grade 4, Language, Language Arts, Language Programs, Nonverbal Communication, Teaching Guides, Verbal Communication

Identifiers—Animal Communication, *Oregon Elementary English Project

Developed by the Oregon Elementary English Project, the lessons in this second of a two-part unit on the human language intended for grades three and four revolve around the character Sad Sam, who gets lost in the woods and happens to observe four animals (bears, raccoons, geese, and robins). Having been introduced to Sad Sam in lesson 1, the students in lesson 2 are provided with background data for the concepts that animals have a communication system, can produce and understand messages, and use arbitrary signals. Lesson 3 reviews some of the characteristics of animal communication systems. Lesson 4 asks students to make some first-hand observations of animal communication and draw some conclusions about it. Lessons 5 and 6 compare animal communication to the human language. And, finally, lesson 7 concentrates on the unlimited nature of human language and the many kinds of things that can be communicated because of this system. Each lesson is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and student exercises. A bibliography of additional information on animal communication is included as well as a packet of supplementary materials to be used with lessons 4 and 6. (For Unit I on the Human Language, see CS 200 484.) (See CS 200 482-483 and CS 200 486-499 for related documents.) (HS)

ED 075 828 24 CS 200 486
You Already Know It, Unit III: Language Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Guides, *English Curriculum, *Grade 3, *Grade 4, *Grammar, Language Arts, *Sentence Structure, Teaching Guides, Transformation Generative Grammar

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, the eighteen lessons in this unit aim to interest third and fourth grade students in thinking about how sentences are made, to introduce some grammatical concepts, and to build on the instinctive knowledge students already have about the English language. The first three lessons are devoted to the concept that words go together in an orderly way which we understand intuitively; lessons 4 and 5 demonstrate negative and question transformations; lessons 6 through 9 develop the noun phrase and verb phrase concepts; lessons 10 through 12 concentrate on noun

recognition; lesson 13 introduces the pronoun; lessons 14 through 17 deal with verb recognition; and lesson 18 introduces the adjective. Each lesson is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and student exercises. A packet of supplementary materials is also included. (See related documents CS 200 482-485 and CS 200 487-499.) (HS)

ED 075 829 24 CS 200 487
Fun with Words, Unit IV: Language Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

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Contract—OEC-0-8-080143-3701

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *Dictionaries, *English Curriculum, *Grade 3, *Grade 4, Guides, Language Arts, Lexicology, Pronunciation, Semantics, Teaching Guides, Word Recognition, *Word Study Skills

Identifiers—*Oregon Elementary English Project

Intended for use with grades three and four, this curriculum unit developed by the Oregon Elementary English Project attempts to (1) develop an interest in, respect for, and curiosity about words; (2) expose students to the concept that when we know a word we know its meaning, pronunciation, and relationship to other words; (3) build language confidence through word building; and (4) introduce the student to the dictionary. The first two lessons introduce the idea of the individual word bank and the concept of words as building blocks of the language; lessons 3 through 6 deal with the meanings of words; lessons 7 through 11 emphasize the use of the dictionary; and lessons 12 and 13 are primarily concerned with pronunciation of words. Each lesson is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and student exercises. A supplementary packet of materials to be used in conjunction with some of the lessons is also provided. (See related documents CS 200 482-486 and CS 200 488-499.) (HS)

ED 075 830 24 CS 200 488
The Sounds of Language, Unit V: Language Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide and Supplementary Material.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *English Curriculum, *Grade 3, *Grade 4, Language Arts, Phonemes, Phonemics, Phonetics, *Pronunciation, Teaching Guides, *Word Study Skills

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, this curriculum unit intended for grades three and four aims to (1) help students become aware of some of the sounds of the language; (2) help students discover how some of these sounds are pronounced; and (3) help students understand that with a limited number of sounds they can produce an unlimited number of words. Lesson 1 introduces students to the study of sounds by having them isolate some of the various sounds of English. Lesson 2 explains how the positions of teeth, lips, and tongue affect some of the sounds. Lesson 3 reinforces the concept that combined sounds produce words, and, finally, lesson 4 helps students discover both those sounds produced by forcing air through the nasal cavity and those produced by forcing it through a very narrow opening in the mouth. Each lesson is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and student exercises. A packet of supplementary materials to be used in conjunction with some of the lessons is also provided. (See related documents CS 200 482-487, and CS 200 489-499.) (HS)

ED 075 831 24 CS 200 489
Variation in Language, Unit VI: Language Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—49p.

Available from—Accompanying reel-to-reel tapes only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *English Curriculum, *Grade 3, *Grade 4, Language Arts, *Regional Dialects, Speech Habits, *Teaching Guides, Vocabulary

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, this curriculum unit introduces third and fourth graders to variations in language. Students are led from recognizing that we associate certain sounds with specific settings to recognizing that we associate certain dialects with specific regions. Lessons 1 through 7 involve the use of three accompanying tapes on dialects of English and the relationships among sounds, signals, and settings. Lessons 8 through 10 are concerned with specific variations in vocabulary found in different regions. Each lesson is accompanied by a statement of its purpose, suggested materials and procedures, possible extensions, and suggestions for student exercises. In addition to the tapes, a packet of supplementary pictures for use with an overhead projector is provided. (See CS 200 482-488 and CS 200 489-499 for related documents.) (HS)

ED 075 832 24 CS 200 490

Road Signs to Writing: Language Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), Curriculum Guides, *English Curriculum, *Grade 3, *Grade 4, *Punctuation, Sentence Structure, Teaching Guides, Writing Exercises, *Writing Skills

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, this curriculum unit, intended for grades three and four, introduces students to some of the mechanics of writing and provides some practice in using these mechanics. The unit contains an introduction to writing and seven sections, covering beginning and end punctuation, commas, the apostrophe, capital letters, quotation marks, writing letters, and writing paragraphs. Each section is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and various student exercises. (See CS 200 482-489 and CS 200 491-499.) (HS)

ED 075 833 24 CS 200 491

What Is Language? Unit I: Language Curriculum, Levels V-VI [Grades Five and Six]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, *Elementary School Curriculum, *English Curriculum, *Language, *Language Arts, Language Guides, *Teaching Guides, Telecommunication

Identifiers—*Oregon Elementary English Project

Designed (1) to create an interest in the study of language, (2) to help students understand something about the characteristics of language, and (3) to show students that language is a system, Unit I of the Oregon Elementary English Project offers the following six lessons: "Are Animals Like Humans?" compares human and animal communication; "How Do I Recognize an Earthman?" demonstrates that all humans have a language which meets their needs; "What is a System?" examines the characteristics which some well-known systems have in common; "Is Language a System?" demonstrates how words go together in a system which makes it possible to predict some of the ways they will be used, and shows that students learn and use this system without realizing or thinking about it; "Why Do you Say It that Way?" demonstrates that the system of any language seems logical and natural to its speakers; and "Is Learning Forgetting?" explains how students learn the language and how they use it automatically without giving conscious thought to what they are doing. Each lesson is accompanied by suggested materials and procedures as well as possible extensions. (See CS 200 482-490 and CS 200 492-499 for related documents.) (HS)

ED 075 834 24 CS 200 492
How Sentences Are Made: Language Curriculum, Levels V-VI [Grades Five and Six]; Teacher's Guide and Supplementary Material.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Guides, *English Curriculum, *Grade 5, *Grade 6, Grammar, Language Patterns, *Sentence Structure, Syntax, Teaching Guides, *Transformation Generative Grammar

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, this curriculum unit introduces fifth and sixth graders to sentence structure. Based on transformational grammar, the unit (1) demonstrates to students their built-in knowledge of English grammar which enables them to produce and recognize sentences although they are not consciously aware of doing so; (2) acquaints students with different sentences parts; and (3) familiarizes students with some of the elementary terminology used to discuss some of these concepts. The unit consists of thirteen lessons with six additional lessons for sixth graders alone, exercises to help students discover for themselves some of the basic parts of a sentence and how they are put together, and a packet of supplementary materials to be used in conjunction with some of the lessons. Each lesson contains a statement of purpose, a description of the lesson content, background information, suggested procedures for teaching the lesson, and various student exercises. (See related documents CS 200 482-491 and CS 200 493-499.) (HS)

ED 075 835 24 CS 200 493

Words: What We Know about Words. [Language Curriculum] Level V [Grade 5]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *Elementary Grades, *English Curriculum, Grade 5, Language Arts, Language Skills, Semantics, Symbolic Learning, *Teaching Guides, *Word Recognition, *Word Study Skills

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, these two sections are part of a unit on words. The first section, consisting of 5 lessons, aims to make the student aware of (1) words as an integral part of the language and (2) the tremendous number of words he already knows and can use. The second section, "What We Know

about Words," consists of 6 lessons: lesson 1 is concerned with the concept of words as arbitrary symbols which man has attached meaning to; lessons 2 and 3 are concerned with the sounds of words; lessons 4 and 5 are concerned with the meanings of words; and lesson 6 explains the way in which words are learned. Each lesson contains a statement of purpose, background materials, a discussion of the lesson content, teaching procedures, and student exercises. (See related documents CS 200 482-492, and CS 200 494-499.) (HS)

ED 075 836 24 CS 200 494

Words: The Dictionary and Where Our Words Come From. [Language Curriculum] Level V [Grade 5]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *Dictionaries, *Elementary Grades, *English Curriculum, English Instruction, *Etymology, Grade 5, *Lexicography, *Teaching Guides

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, these two sections are part of a unit on words. The first section (12 lessons) is designed to develop an understanding of and some skill in using the dictionary. The main concept developed in the 11 lessons of the second section is that words come into the language in a variety of ways (borrowing, inventing, and by various processes that reuse the words and parts of words that are already in the language). Each lesson is accompanied by a statement of its purpose, content, background, possible procedures, and suggested student activities. (See related documents CS 200 482-493, and CS 200 495-499.) (HS)

ED 075 837 24 CS 200 495

Words: [Language Curriculum] Level VI [Grade Six]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Guides, Dictionaries, *English Curriculum, English Instruction, Etymology, *Grade 6, *Lexicography, *Teaching Guides, *Word Study Skills

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, this curriculum unit intended for sixth graders focuses on words. The first lesson serves as an introduction and gives the teacher an opportunity to find out what the students know; lessons 2 through 6 are concerned with the rhetorical use of words (choosing words for their effect); the use of the dictionary is developed in lessons 7 and 8; the ways in which words are developed and the etymologies of words are studied in lessons 9 through 16; and lessons 13, 15, and 16 deal with various word-building processes (compounding and adding suffixes and prefixes) and require a knowledge of parts of speech. Each lesson is accompanied by a statement of its purpose, background, content, possible procedures, and suggested student exercises. (See related documents CS 200 482-494, and CS 200 496-499.) (HS)

ED 075 838 24 CS 200 496

History of the English Language: Language V-VI [Grades Five and Six]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—56p.

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nication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *Diachronic Linguistics, Distinctive Features, Elementary Education, English, *English Curriculum, English Instruction, Grade 5, Grade 6, *Middle English, *Old English, Printing, *Teaching Guides

Identifiers—*Oregon Elementary English Project
Developed by the Oregon Elementary English Project, this series of 14 lessons is designed to provide the student with an understanding and awareness of the history of the English language. Old English is first explored, including the Roman, Germanic, and Scandinavian influences. Middle English is then introduced through a study of the Norman Invasion led by William the Conqueror. Finally, the students are led to a study of Modern English through a discussion of the advent of the printing press and its subsequent influence on the language. Each lesson is accompanied by a statement of its purpose, content, background, suggested procedures, and student activities. A tape on Old and Middle English supplements the unit and can be used in conjunction with several of the lessons. (The tape is available on loan through the ERIC/RCS Clearinghouse.) (See related documents CS 200 482-495, and CS 200 497-499.) (HS)

ED 075 839 24 CS 200 497
Variation in Language: Language Curriculum V [Grade Five]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143

Pub Date 71
Contract—OEC-0-8-080143-3701
Note—61p.

Available from—Accompanying reel-to-reel tapes only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Dialects, Elementary Education, *English Curriculum, *Grade 5, Language Programs, *Language Styles, Oral Communication, Regional Dialects, Social Dialects, Sociolinguistics

Identifiers—Language Variety, *Oregon Elementary English Project

Part of the Oregon Elementary English Project, this unit focuses on variation in language. Consisting of fourteen individual lessons, the unit begins with a series of lessons whose purpose is to develop students' ability to recognize ways in which objects belonging to the same set may differ. These lessons serve as preparation for observing the kinds of differences that exist among dialects of the same language. The next few lessons observe natural differences in people that are accepted without any value judgments attached. This material directly leads to lessons in regional dialect differences in pronunciation, grammar, and vocabulary. The final group of lessons examine other reasons for speech differences (sex, occupation, age, and situation). The main theme for the unit is that all these factors contribute to language variety, which is natural and inevitable. Each lesson is accompanied by a statement of purpose, additional goals, content, preparation for the lesson, possible procedures, and suggested activities. (Demonstration tapes accompany lessons 3, 6, and 10.) (See CS 200 482-496 and CS 200 498-499 for related documents.) (HS)

ED 075 840 24 CS 200 498
Variation in Language: [Language Curriculum] Level VI [Grade Six]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143

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nication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *Dialects, *Elementary Grades, *English Curriculum, Grade 6, Language Arts, Language Programs, Language Styles, *Regional Dialects, *Teaching Guides

Identifiers—*Oregon Elementary English Project

Developed by the Oregon Elementary English Project, this curriculum unit focuses on variations in language and consists of fourteen lessons. Subjects discussed include (1) natural differences in people, including speech; (2) environmental factors causing differences in life styles; (3) differences in the English spoken by people in Australia, England, and the United States; (4) vocabulary differences according to region, sex, and age; and (5) geographical, historical, and environmental reasons for the development of dialect regions. Each lesson is accompanied by a statement of its purpose, a content description, suggested procedures for teaching the lessons, and possible extensions to the lesson. Supplementary materials include three tapes illustrating dialect differences. (See CS 200 482-497 and CS 200 499 for related documents.) (HS)

ED 075 841 24 CS 200 499
Road Signs to Writing: Language Curriculum, Grades V-VI; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143

Pub Date 71
Contract—OEC-0-8-080143-3701
Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), Composition Skills (Literary), Curriculum Design, *Curriculum Guides, *English Curriculum, *Grade 5, *Grade 6, *Punctuation, Writing Exercises, Writing Skills

Identifiers—*Oregon Elementary English Project

This curriculum unit, developed by the Oregon Elementary English Project, is intended for use with fifth and sixth graders as a guide for writing. Included are discussions of the various marks of punctuation and the rules for using them, the use of capitals, writing dialog and paragraphs, and the mechanics of letter writing. The guide can be used as a basis of class instruction, as a reference for the student to use by himself, or as a work which the teacher may refer the student to. In addition to an introductory section for teachers, student exercises are provided for each area of study. (See CS 200 482 through CS 200 498 for related documents.) (HS)

ED 075 842 24 CS 200 500
Fables: Literature Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143

Pub Date 71
Contract—OEC-0-8-080143-3701
Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Allegory, Classical Literature, Curriculum Guides, Didacticism, *Elementary Education, *Fables, Grade 3, Grade 4, *Literature, *Literature Appreciation, Short Stories, *Tales

Identifiers—*Oregon Elementary English Project

This curriculum guide is intended to introduce elementary school students to fables. The authors suggest that the fables not be studied as a unit, but that they be used periodically along with other genres of literature. The guide is organized into the following categories: (1) fables with animals, (2) fables with people, (3) inanimate objects, (4) animals wearing other animals' skins, (5) anthology, and (6) proverbs. In addition to the fables themselves, the guide also includes suggested teaching activities, questions for class discussion, and numerous illustrations. (See CS 200 501-CS 200 508 for related documents.) (DI)

ED 075 843 24 CS 200 501
Greek Mythology: Literature Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Allegory, Children, Classical Literature, Curriculum Guides, *Elementary Education, Grade 3, Grade 4, *Greek Literature, *Literature, *Literature Appreciation, *Mythology, Short Stories, Symbols (Literary), Tales

Identifiers—*Oregon Elementary English Project

This curriculum guide is intended to introduce elementary school students to Greek mythology. The authors suggest that the selections be presented by the teacher as lively and imaginative stories; the more abstract aspects of the myths should be largely ignored until students reach the junior high school level. In addition to the myths themselves, the guide also includes suggested teaching activities, questions for class discussion, and numerous illustrations. (See related documents CS 200 500, CS 200 502-CS 200 508.) (DI)

ED 075 844 24 CS 200 502
Norse Mythology: Literature Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143

Pub Date 71
Contract—OEC-0-8-080143-3701
Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Allegory, Curriculum Guides, *Elementary Education, Grade 3, Grade 4, *Literature, *Literature Appreciation, *Mythology, Short Stories, Symbols (Literary), *Tales

Identifiers—Norse Mythology, *Oregon Elementary English Projects

This curriculum guide is intended to introduce elementary school students to Norse mythology. Nine myths are included: "The Creation," "Yggdrasil," "A Meeting of the Gods," "The Fenris Wolf," "Thor's Journey," "The Theft of Thor's Hammer," "The Death of Balder," "The Punishment of Loki," and "Ragnarok: The Sun Sets on Asgard." The guide also includes suggested teaching activities, questions for class discussion, and numerous illustrations. (See related documents CS 200 500-501, CS 200 503-508.) (DI)

ED 075 845 24 CS 200 503
African and Indian Myths: Literature Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143

Pub Date 71
Contract—OEC-0-8-080143-3701
Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Culture, *African Literature, *American Indian Culture, Curriculum Guides, *Elementary Education, Folk Culture, Grade 3, Grade 4, *Literature, *Mythology, Tribes

Identifiers—*Oregon Elementary English Project

This curriculum guide is intended to introduce elementary school students to African and American Indian myths. The twelve African myths included are selected from ten different tribes. These myths are organized into the following categories: (1) introduction to African myths, (2) tales of the Gods, (3) tales of man, and (4) animal tales. Seven American Indian myths are also presented. The guide includes teaching activities, questions for class discussion, and numerous illustrations. (See related documents, CS 200 500-502, CS 200 504-508.) (DI)

ED 075 846 24 CS 200 504
Folk Tales and Fairy Tales: Literature Curriculum C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143

Pub Date 71
Contract—OEC-0-8-080143-3701
Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *Elementary Education, Fantasy, *Folk Culture, *Folklore Books, Grade 3, Grade 4, Legends, *Literature, Short Stories, *Tales

Identifiers—*Oregon Elementary English Project

This curriculum guide is intended to introduce elementary school students to folktales and fairy tales. Three categories of tales, each containing four examples, are included: "Encounters with Wee Folk," "Foolish Use of Wishes," and "Unlikely Success." The folktales and fairy tales in this unit are described as "wonder tales," tales that occur in magical lands inhabited by real as well as magical people. The guide includes suggested teaching activities, questions for class discussion, and numerous illustrations. (See related documents CS 200 500-503, CS 200 505-508.) (DI)

ED 075 847 24 CS 200 505

A Handful of "Nothings," and Also Some Other Poems: Literature Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0143
Pub Date 71
Contract—OEC-0-8-080143-3701
Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, Children, Composition (Literary), *Creative Writing, Curriculum Guides, *Elementary Education, Grade 3, Grade 4, *Imagination, Literature, *Literature Appreciation, Memorizing, Metaphors, *Poetry

Identifiers—*Oregon Elementary English Project

This curriculum guide is intended to introduce elementary school students to the reading and writing of poetry. Poems by recognized poets make up the bulk of the selections in the guide, but some poems by elementary school students are also included. The writers hope that the teacher will use the guide to encourage students to write their own poetry and to recognize that poetry can be a form of inspired play. Suggestions for teaching the poems and numerous illustrations are included. (See related documents CS 200 500-504, and CS 200 506-508.) (DI)

ED 075 848 24 CS 200 506

Hero Tales and Legends: Literature Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0143
Pub Date 71
Contract—OEC-0-8-080143-3701
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, Elementary Education, *Folk Culture, Grade 3, Grade 4, *Legends, *Literature, *Literature Appreciation, Mythology, *Tales

Identifiers—*Oregon Elementary English Project

This curriculum guide is intended to introduce elementary school students to hero tales and legends. The stories are longer and the vocabulary is more difficult than other literature curriculum guides in this series by the Oregon Elementary English Project. The stories discussed are: "Sinbad, the Sailor," "William Tell," "Robin Hood," "Paul Bunyan," and "Aladdin and the Wonderful Lamp." The authors suggest that the stories be read aloud during the story hour or during some other time devoted to reading. Brief discussions of the stories, suggested teaching activities, questions for class discussion, and numerous illustrations are included. (See related documents CS 200 500-505, and CS 200 507-508.) (DI)

ED 075 849 24 CS 200 507

[Poetry: Literature Curriculum, Grades Five and Six; Teacher's Guide.]

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.
Bureau No.—BR-8-0143

Pub Date 71
Contract—OEC-0-8-080143-3701
Note—268p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum Guides, Diction, Elementary Education, Figurative Language, *Grade 5, *Grade 6, Imagery, Irony, *Literary Analysis, Literary Styles, *Literature, Metaphors, *Poetry, Symbols (Literary), Ver-
sification

Identifiers—*Oregon Elementary English Project

This curriculum guide is intended to introduce fifth and sixth grade children to the study of poetry. Separate units include discussion of, suggested activities for, and questions about (1) metrics and scansion; (2) rhyme scheme and stanza; (3) diction, denotation and connotation, and onomatopoeia; (4) rhyme (end rhyme, masculine and feminine rhyme, internal rhyme, off-rhyme); (5) hyperbole; (6) symbolism; (7) point of view; (8) idea patterns; (9) metaphor I; (10) metaphor II, extended metaphor, and review; (11) speakers in poems; (12) simile; (13) allusion; (14) imagery; (15) dramatic situation; and (16) the whole poem. (See related documents CS 200 500-506, and CS 200 508.) (DI)

ED 075 850 24 CS 200 508

[Narrative Prose and Verse, Literature Curriculum, Grades Five and Six; Teacher's Guide] (and) Seward Digri-The Earl of Northumberland; A Tale of Old England.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0143
Pub Date 71
Contract—OEC-0-8-080143-3701
Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Guides, *Elementary Education, Fiction, Grade 5, Grade 6, *Literature, *Literature Appreciation, *Narration, *Poetry, Short Stories, Tales

Identifiers—*Oregon Elementary English Project

This curriculum guide is intended to introduce fifth and sixth grade children to narrative prose and verse. The guide includes analyses of, suggested activities for, and questions about Rudyard Kipling's "The Cat That Walked by Himself," Jack London's "The Story of Keesh," Ernest Thompson Seton's "The Springfield Fox" (adapted by Ardis E. Burton), MacKinlay Kantor's "A Man Who Had No Eyes," Pearl Buck's "The Old Demon," Will F. Jenkins' "Night Drive," William Saroyan's "Locomotive 38, the Ojibway," Robert W. Service's "The Cremation of Sam McGee," Alfred Noyes' "The Highwayman," Ernest Thayer's "Casey at the Bat," and Bobbie Gentry's "Ode to Billie Joe." (Not all of the stories and poems discussed are included in the guide due to copyright restrictions.) (See related documents CS 200 500-CS 200 507.) (DI)

ED 075 851 24 CS 200 509

Drama Curriculum: Levels C-D [Grades Three and Four], Teacher's Guides; Supplementary Material: The Hammer of Thor and The Squire's Bride, Rumpelstiltskin and The Indian Cinderella, The Fool of the World and The Flying Ship, Two Neighbors and The Magic Drum, Deucalion and The Flood, and The Contest.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0143
Pub Date 71
Contract—OEC-0-8-080143-3701
Note—240p.

Available from—Accompanying reel-to-reel tapes only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Acting, Composition (Literary), *Curriculum Guides, *Drama, *Dramatic Play, Dramatics, Elementary Education, English, *Grade 3, *Grade 4, Literary Analysis, Playwriting, Skits, Theater Arts

Identifiers—*Oregon Elementary English Project

These curriculum guides are designed to introduce drama to students at the third and fourth grade level. The teacher's guide for each of the two grade levels presents 40 lessons. Each lesson includes a description of objectives and various exercises, including movement warm-ups, movement exercises, imagination exercises, composition assignments, and other kinds of activities designed to meet the objectives. Some of the lessons require various physical objects and other materials, such as a tape recorder. Suggested plays for class discussion and dramatization included with the teacher's guides are: "The Hammer of Thor," "The Squire's Bride," "The Indian Cinderella," "Rumpelstiltskin," "The Fool of the World and the Flying Ship," "Two Neighbors," "The Magic Drum," "Deucalion and the Flood," and "The Contest." Demonstration tapes to accompany two of the lessons for grade three and two of the lessons for grade four are included. (See related document CS 200 510.) (DI)

ED 075 852 24 CS 200 510

Drama Curriculum—V and VI [Grades Five and Six], Teacher's Guides; Supplementary Materials: The Magic Drum, The Squire's Bride, The Fool of the World and The Flying Ship; The Cat Who Walked by Himself, The Story of Keesh.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0143
Pub Date 71
Contract—OEC-0-8-080143-3701
Note—240p.

Available from—Accompanying reel-to-reel tapes only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Acting, Composition (Literary), *Curriculum Guides, *Drama, *Dramatic Play, Dramatics, Elementary Education, English, *Grade 5, *Grade 6, Literary Analysis, Pantomime, Playwriting, Sensory Experience, Skits, Theater Arts

Identifiers—*Oregon Elementary English Project

These curriculum guides are designed to introduce drama to students at the fifth and sixth grade level. The teacher's guide for each of the two grade levels presents 41 lessons. Each lesson includes a description of objectives and various exercises, including movement warm-ups, concentration warm-ups, descriptions of the character type to be acted, pantomime exercises, composition exercises, and other activities designed to meet the objectives. Some of the lessons require various physical objects and other materials, such as a prop box, a tape recorder, play scripts, or music. Suggested plays for class discussion and dramatization included with the teacher's guides are: "The Cat That Walked by Himself," "The Story of Keesh," "The Magic Drum," "The Squire's Bride," and "The Fool of the World." Eight demonstration tapes to accompany nine of the lessons are included. (See related document CS 200 509.) (DI)

ED 075 853 24 CS 200 511

Composition C-D [Grades 3 and 4]; Teacher's Guide.

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0143
Pub Date 71
Contract—OEC-0-8-080143-3701
Note—120p.

Available from—Accompanying reel-to-reel tape only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Composition (Literary), *Creative Activities, *Creative Writing, *Curriculum Guides, Drama, Dramatic Play, *Grade 3, *Grade 4, Instructional Materials, Teaching Procedures, Teaching Techniques

Identifiers—*Oregon Elementary English Project

This curriculum guide for the teaching of composition contains more than sixty lessons for use with third and fourth grade students. Each lesson contains a statement of purpose, a resume, a list of materials, and directions for teaching the lesson. The major sections for both third and fourth grade are: (1) "Let's Pretend with Things," (2) "Let's Pretend with Animals," (3) "Let's Pretend with People," (4) "Let's Pretend with Seasons and Holidays," and (5) "Let's Pretend with Stories." Many of the activities are designed to involve the senses and stimulate the imagination. Some of the lessons also include a suggested drama activity. Supplementary materials include cartoon illustrations for which the children are asked to write a fitting caption and then to share their work in small discussion groups. One of the two sections includes a demonstration tape entitled "Mixed Up Animals." (See related documents CS 200 512 and CS 200 513.) (WR)

ED 075 854 24 CS 200 512

[Composition: Grade Five; Teacher's Guide.]

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—87p.

Available from—Accompanying reel-to-reel tape only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Creative Activities, *Creative Writing, *Curriculum Guides, *Dramatic Play, *Grade 5, *Grade 6, *Instructional Materials, *Teaching Procedures, *Teaching Techniques

Identifiers—*Oregon Elementary English Project

This curriculum guide for the teaching of composition at the fifth grade level includes lessons in six categories: Observing, Recalling Experiences, Character Identity, Feelings, Time/Space Relationships, and Using Imagination. Additional lessons are included for fifth grade students. The lessons include a statement of purpose, a description of primary and/or secondary skills that are objectives of the lesson, a resume of the lesson, and directions for preparing and teaching the lesson. Some lessons include a suggested dramatic activity. Illustrations and graphs accompany some of the lessons. A demonstration tape to accompany one of the lessons in the section entitled "Recalling Experiences" is included. (See related document CS 200 511 and CS 200 513.) (DI)

ED 075 855 24 CS 200 513

[Composition: Grade 6; Teacher's Guide.]

Oregon Univ., Eugene. Oregon Elementary English Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0143

Pub Date 71

Contract—OEC-0-8-080143-3701

Note—75p.

Available from—Accompanying reel-to-reel tape only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, Attention Documents Coordinator

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Creative Activities, *Creative Writing, *Curriculum Guides, *Dramatic Play, *Grade 6, *Instructional Materials, *Teaching Procedures, *Teaching Techniques

Identifiers—*Oregon Elementary English Project

This curriculum guide for the teaching of composition at the sixth grade level includes lessons in six categories: Observing, Recalling Experiences, Making Words Work, Causes and Effects, Using Imagination, and Considering Audience. The lessons include a statement of purpose, a description of primary and/or secondary skills that are objectives of the lesson, a resume of the lesson and directions for preparing and teaching the lesson. Supplemental lessons for sixth grade students are also included. Some lessons also contain a suggested dramatic activity. A demonstration tape to accompany one of the lessons in the section entitled "Making Words Work" is included. (See related documents CS 200 511 and CS 200 512.) (DI)

sons in the section entitled "Making Words Work" is included. (See related documents CS 200 511 and CS 200 512.) (DI)

ED 075 856 CS 500 207

Weisenborn, Ray E. Olson, Jack R.

A Study of Comprehension of Compressed Deaf Speech.

Pub Date 72

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Comprehension, *Deaf, *Listening Comprehension, *Oral Communication, *Retarded Speech Development, *Speaking, *Speech Compression, *Speech Handicapped

The primary purposes of this research were to discover any differences between deaf and normal speech compressed 15 or 30 percent related to level of comprehension test, sex of speaker, and form of test, and to learn whether there was a relationship between percent of compression and degree of comprehension. The subjects—219 undergraduates at Montana State University—were randomly assigned to two groups: (1) control, receiving normal speech stimuli, and (2) experimental, receiving deaf speech. The results indicated that subjects had higher degrees of comprehension for non-deaf speech compressions than for deaf speech compressions. The level and form of the test did not appear to be operative factors. The sex of the speaker was not found to be a pure variable, and in all instances 30 percent compressions were not as highly significant as 15 percent compressions. The most conclusive results of this research were those findings related to percentage of compression, which tended to confirm for deaf speech the earlier findings relating to normal speech that time-span compressions can be detrimental to comprehension. (LG)

ED 075 857 CS 500 224

Daniel, Jack L.

Black Communication Research: A Problem in Intercultural Communication.

Pub Date Apr 73

Note—9p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Cultural Awareness, *Cultural Differences, *Cultural Pluralism, *Minority Groups, *Negro Culture, *Research Methodology, *Research Needs, *Research Problems, *Social Attitudes

The author discusses the methodological problems facing researchers interested in studying black communication, some of which are the same problems encountered by students of intercultural communication. While the study of black communication must deal with the usual problems of obtaining primary resources, establishing the appropriate methodologies, developing a community of scholars, and developing methods of disseminating information, the development of the area of black communication is also hampered to a large degree by its intercultural dimension. Specifically, a reference to "black" communication calls attention to the fact that a distinct cultural group exists and that this group's communication is substantially different from that of others. The author concludes that the researcher is faced with the problems of (1) defining black in a way that is consistent with an attitude of mind rather than a designation of race, (2) understanding that blacks are not simply a neglected population that is either devoid of culture or an incomplete form of the "dominant" culture, and (3) developing research methodologies that are based upon primary assumptions that are the same as those supporting black communication. (LG)

ED 075 858 CS 500 225

Sheinkopf, Kenneth G. O'Keefe, M. Timothy

The Eagleton Affair: A Study of News Diffusion.

Pub Date Apr 73

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, April, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Dissemination, *Information Networks, *Information Theory, *Mass Media, *News Media, *Political Attitudes,

*Political Issues, *Public Opinion, *Social Attitudes

Twenty-five students recruited from a course in mass media and public opinion conducted telephone interviews with 162 residents of central Florida to assess their knowledge of the official dropping of Senator Eagleton as Senator McGovern's running mate in 1972. The broadcast media and television in particular served as a primary information source. The controversy caused by the actual decision and the events leading up to it during the week disrupted normal media exposure patterns among the majority of respondents. This paper examines these disruptions and finds several major variables significant in affecting news diffusion, including degree of interest in the outcome, actual time when the decision was learned, whether the respondent was a registered voter or not, and actual media reported as source of the news. The paper concludes with a discussion of the spread of information about McGovern's decision and how people attended to media as their normal exposure patterns were interrupted by their interest in this event. (Author/EE)

ED 075 859 CS 500 226

Mamberi, W. A.

The Elements of Effective Communication.

Pub Date 71

Note—180p.

Available from—Acropolis Books Ltd., 2400 17th St., N.W., Washington, D.C. 20009 (\$6.95 cloth, \$3.95 paper)

Document Not Available from EDRS.

Descriptors—Attitudes, *Communication (Thought Transfer), *Communication Skills, *Critical Thinking, *Group Dynamics, *Interpersonal Relationship, *Oral Communication, *Relevance (Education), *Speech Curriculum, *Speech Skills

This book is designed for the busy student or worker who is motivated to try to perform more effectively as a perceptive, thinking, communicative individual. The author evinces a "real-life workshop" approach which applies salient principles of communication to situations which people ordinarily encounter. The book is designed to assist individuals in becoming personally communicative, in acquiring a workable concept of communication problem-solving, in analyzing people and situations, in structuring and clarifying ideas, in proving or reinforcing assumptions, and in making ideas relevant. (EE)

ED 075 860 CS 500 227

Weider, Deborah J.

A Study of Perceived Personality Characteristics and Communication in a Complex Residence Unit.

Pub Date Nov 72

Note—15p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Honolulu, November, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Problems, *Individual Characteristics, *Interaction Process Analysis, *Interpersonal Competence, *Personality Assessment, *Psychological Patterns, *Role Perception, *Self Concept, *Social Maturity, *Social Relations

Identifiers—*Organizational Communication

The author investigated the discrepancies between self-perceptions and the perceptions of others, in order to examine the assumption that perceived personality characteristics might be used as a basis to identify communication problems within an organization. Through the use of the Interpersonal Check List, staff members of the University of Montana residence hall rated perceptions of themselves and other groups within the organization. Self-perceptions and perceptions of others were scored along a dominance-submission dimension and a love-hatred dimension. Average intensity scores for each of the sixteen variables which comprise the Interpersonal Check List were determined. Although the actual significance of discrepancies between self-perceptions and perceptions by others need to be determined by future research, the author discusses the advantage of such an approach in determining communication problems within an organization. (Author/RN)

ED 075 861 CS 500 228

Tade, George T.

Business and Governmental Consulting: Relevance for Improving University Courses in Communication.

Pub Date Apr 73

Note—8p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Instruction, *Communication (Thought Transfer), Consultants, Course Content, Educational Responsibility, Professors, Simulation, *Undergraduate Study

The hypothesis that a communication professor's consulting activities in the "real world" improve his classroom instruction is largely unprovable. Perhaps this can be attributed to the complexity of the variables involved. It is possible, however, to identify striking similarities in the role of consultant and professor. The author outlines and discusses the strategies used in business and governmental consulting that may well be relevant to improving teaching in university courses in communication. Whether in the classroom or the marketplace, the consultant/professor is a facilitator of learning and a catalyst for change. His objective is to create a learning environment in which new ideas can be evaluated and assimilated. Since his roles as consultant and professor are consistent, his own learnings in one field are readily transferable to the other. Further, the consulting experience can be particularly useful in developing classroom tasks in simulated reality practice. Consulting activities have the potential for producing beneficial effects on teaching, and realization and utilization of this potential depends on the imagination and energy of the communications consultant-professor. (LG)

ED 075 862 CS 500 229

Breen, Myles P. Powell, Jon T.

The Relation Between Attractiveness and Credibility of Television Commercials as Perceived by Children: A Replication.

Pub Date Apr 73

Note—15p.; Paper presented at the Annual Meeting of the Central States Speech Association (Minneapolis, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beliefs, *Childhood Attitudes, Child Responsibility, Commercial Television, Correlation, *Statistical Analysis, *Television Commercials, *Television Research, *Television Viewing, Video Tape Recordings

A statistical analysis of the effect of television commercials on children, this study found that children both like and believe television commercials. Middle Western children from grades two through five rated four videotaped TV commercials, selected at random, on a scale of true/false, happy/not happy, real/not real, stupid/smart, nice/not nice, and good/bad, with "I don't know" as an alternative in each category. The basic research question, "Does the child tend to believe a commercial more if he finds it more attractive?" was answered positively, and it was further concluded that girls like and believe TV commercials more than boys do and that children tend to say that commercials are stupid regardless of like or dislike. The findings were based on statistics and derived from the work of Hovland and his associates and Anderson and his associates. (CH)

ED 075 863 CS 500 230

Sheinkopf, Kenneth G. O'Keefe, M. Timothy

Political Advertising and the 1972 Campaign: A Communication Failure.

Pub Date Apr 73

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, April, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Information Utilization, Mass Media, *Political Attitudes, Propaganda, Publicize, *Public Opinion, Social Attitudes, *Television Commercials, *Television Research

During the 1972 presidential election campaign, both Senator McGovern and President Nixon used the longer, documentary-type, paid announcements of five-, fifteen-, or thirty-minutes in length. Critics asserted that the shorter spots did not allow enough time for the voters to learn substantive information about the candidates. A

telephone survey of 743 voters in central California, conducted the weekend before the election, however, revealed that the new media strategies utilized by both candidates did not impart adequate information to the public. This lends credence to the idea that the media strategy itself is not the critical variable; instead, the content of the message is still most important, no matter how it is presented. Longer commercials seem to offer little benefit to the voters in terms of additional information on which to make their political choices. (EE)

ED 075 864 CS 500 231**San Diego City Schools Speech Arts League Participation Guide: Rules and Regulations for Operation of Co-Curricular Speech Arts Activities. Fourth Edition.**

San Diego City Schools, Calif.

Pub Date 71

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cocurricular Activities, Debate, Dramatics, Interpretive Reading, *Learning Activities, Relevance (Education), *Secondary Grades, *Speaking Activities, *Speech Skills, Student Experience, Theater Arts

Identifiers—*San Diego City Schools, Speech Arts League

The fourth edition of a guide originally prepared in 1964, this publication is designed to meet the need for active competition among students of varying levels of experience in the areas of speech and drama. The co-curricular program outlined is designed for use as a supplement to senior high school instruction and activities. Included in the guide is a history of the development, organization, objectives, and goals of the Speech Arts League; an outline and description of the interschool events sponsored by the league; selected informative materials provided to aid event participants; and a topically divided bibliography. Interschool events include tournaments, seminars, and festivals in problem-solving discussion, oral interpretation, forensics, acting, and debate. An interschool speech arts clinic-offering demonstrations in various speech arts categories to acquaint new students with the field—and a master tournament in which speech arts students compete for individual recognition in their respective areas are also scheduled. (LG)

ED 075 865 CS 500 232

Greer, Dean William

The Application of Herbert Simon's Theory of Analyzing Social Movements to Women's Liberation.

Pub Date Apr 73

Note—13p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Lexington, Ky., April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Dissent, Human Relations, *Information Theory, *Rhetorical Criticism, Role Perception, *Sex Discrimination, *Social Attitudes, Social Change

The method developed by Herbert Simon to study social movements through analysis of leadership is divided into (a) rhetorical requirements, (b) rhetorical problems, and (c) rhetorical strategies. The author contends that for movement studies in general, Simon does provide a good outline and guide for use by the rhetorician, but that it is difficult to apply this theory to the women's liberation movement, because the leader-centered approach conflicts with evidence that the women's movement seeks to dissolve any hierarchical structure. This may be an insubstantive issue, however, in that whether a specific leader or a group as a whole provides the direction, both must still contend with the rhetorical problems, requirements, and strategies. The author believes that, as an overall goal, contemporary feminists are striving through various rhetorical strategies to achieve the right or power to assert an individual identity. (EE)

ED 075 866 CS 500 233

Ochs, Donovan J.

Speech-Communication Criticism: No Status...Yet.

Pub Date Apr 73

Note—9p.; Paper presented at the Annual Meeting of the Central States Speech Association (Minneapolis, April, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Nonverbal Communication, Persuasive Discourse, Public Speaking, *Research Methodology, *Rhetoric, *Rhetorical Criticism, *Social Action, Verbal Communication

The practice of criticism of speech communication is advocated, defined, and developed on societal and practical, functional grounds. Although the author concludes that there are few direct societal benefits from criticism of speeches, he does find extensive research writings that center on analysis of rhetorical phenomena, primarily public speeches of prominent figures. In defining speech communication criticism, the author includes the broader study of nonverbal communication modes as well as the more narrow traditional study of words. Rhetoric is defined as a "rationale of instrumental, symbolic behavior." The author concludes that by studying how verbal discourse influences rhetoric, the critic of speech communication can investigate other systemic or symbolic environments. (CH)

ED 075 867 CS 500 234

Stewart, Charles J.

On Speech Communication: An Anthology of Contemporary Writings and Messages.

Pub Date 72

Note—358p.

Available from—Holt, Rinehart & Winston, Inc., Subs. of Columbia Broadcasting System, 383 Madison Ave., New York, N.Y. 10017 (\$6.00 paper)

Document Not Available from EDRS.

Descriptors—Anthologies, *Communication (Thought Transfer), *Communication Skills, Individual Development, *Interpersonal Competence, *Personal Relationship, Relevance (Education), Rhetorical Criticism, Social Problems, *Speech Skills, Undergraduate Study

This anthology of contemporary messages is designed to offer the student a combination of varied readings related to the medium and subject matter of speech communication. The messages involve a variety of speakers and issues. The emphasis is on the contemporary, with special attention given to the relevance of speech communication to our society. Divided into two main sections, the book contains articles by both specialists and laymen. Part one, which contains nine chapters, is devoted to discussions of the role of communication in a sometimes violent society, the process and components of communication, interpersonal communication in the dyad and small group, and rhetorical criticism. Recorded in part two are personal observations and statements on the American scene by students, politicians, and reformers. These are messages which address the issues of human rights, divorce, ecology, the mass media, campus unrest, and national politics. They are intended for analysis and criticism by the reader and are included as inspiration and a point of departure for communication students. (LG)

ED 075 868 CS 500 235

Goldhaber, Gerald M.

Communication and Student Unrest: A Report to the President of the University of New Mexico; Part I: Student-Administration Channels, Student Faculty Channels.

Pub Date Jan 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, College Administration, *Communication (Thought Transfer), *Dissent, Information Dissemination, Interaction Process Analysis, Mass Media, Organizational Climate, Power Structure, *Student College Relationship, *Student Teacher Relationship

This initial segment of a three-part study (Communication and Student Unrest) is an examination of the various communication channels—informal and formal, vertical and horizontal—which exist for student-administration and student-faculty interaction. Student-administration and student-faculty communication channels are discussed separately, and each section includes a general description of how the varied channels function, an evaluation of selected channels, and recommendations for improving channel effectiveness based on the researcher's evaluations. Section I contains functional analyses of the University of New Mexico's "Open Door Policy," secretarial channels, the president's weekly "rap" session in the student union, and KUMN radio's interview show. Section 2 focuses on student-faculty channels and discusses instructional com-

munication in depth. It examines classroom channels such as videotaped instruction, teaching assistants, course and instructor evaluation, faculty office hours, committee meetings, and student curriculum inputs. The author stresses the need for the establishment of an open and permissive interaction climate if effective and efficient communication is to occur. (See related document CS 500 236.) (LG)

ED 075 869 CS 500 236

Goldhaber, Gerald M.

Communication and Student Unrest: A Report to the President of the University of New Mexico; Part II: University-Public Channels.

Pub Date Sep 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Changing Attitudes, *Communication (Thought Transfer), Community Attitudes, *Information Dissemination, Mass Media, Publicize, *Public Opinion, *School Community Relationship, Student College Relationship

This second part of a three-part study (Communication and Student Unrest) expands upon concerns generated by the original study, primarily the need for detailed examination of the channels of communication emanating from within and without the University. This report focuses on evaluation and analysis of university-public channels, specifically the University of New Mexico's attempts to bridge the "communication gap" between itself and the surrounding community. (A prior finding had been that campus unrest tended to precipitate negative attitudes toward the university.) The first two sections describe and evaluate the existing communication channels between the university and its public. The final section provides a discussion of specific recommendations for improving university-public communication, based on the study's findings. General suggestions include better use of the mass media to enhance the university's image and enlarged use of open conferences between university personnel and the general public to increase personally-oriented communication. (See related document CS 500 235.) (LG)

ED 075 870 CS 500 237

Ehninger, Douglas

Marshall McLuhan: His Significance for the Field of Speech Communication.

Southern Connecticut State Coll., New Haven. Dept. of Speech.

Pub Date 69

Note—8p.

Journal Cit—Speech Journal; n6 p17-24 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Conceptual Schemes, Cultural Awareness, Educational Philosophy, *Information Theory, Innovation, *Mass Media, *Rhetoric, *Verbal Communication

Identifiers—*McLuhan (Marshall)

Speech as a mode of communication and speech education as a means of training for proficiency in the use of this mode are assuming increased importance in light of McLuhan's assertion that electronic media is replacing print as the main source of information and entertainment. Emphasis upon the uniqueness and independence of the oral mode, a direct consequence of McLuhanism, encourages the development of bodies of theory and systems of criticism specifically addressed to it. The re-evaluation of traditional criteria and standards, based upon literary standards, becomes necessary. Rhetoricians are called upon to develop non-linear patterns of speech organization and to evaluate the predominately linear systems of proof based on enthymeme and example. Also, speech educators who are concerned with devising curricula, organizing courses, and selecting instructional materials must take into account the new world awareness of their students produced by the electronic "global village." (LG)

ED 075 871 CS 500 239

Cleaver, Theodore, Jr.

Some Uses of Computers in Rhetoric and Public Address.

Southern Connecticut State Coll., New Haven.

Dept. of Speech.

Pub Date 69

Note—5p.

Journal Cit—Speech Journal; n5 p29-33 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Concordances, Content Analysis, Discourse Analysis, *Electronic Data Processing, *Information Processing, *Information Retrieval, Library Research, *Rhetoric, Simulation

The author discusses the impact of the "computer revolution" on the field of rhetoric and public address in terms of the potential applications of computer methods to rhetorical problems. He first discusses the computer as a very fast calculator, giving the example of a study that probably would not have been undertaken if the calculations had had to be done manually. Cleaver then points out the advantages of the computer for information retrieval—especially for tedious, time-consuming projects—and suggests further use of the computer for preparation of concordances. He gives examples of the computer's potential uses for content and stylistic analyses, and he suggests methods whereby computer simulations could be used for rhetorical studies, such as predictions of audience response under given conditions. Finally, Cleaver discusses the computer as a "low-grade creative thinker," whereby the machine might generate a few useful questions or ideas concerning certain rhetorical statements or analyses. (RN)

ED 075 872 CS 500 240

Golden, James L.

Cicero and Quintilian on the Formation of an Orator.

Southern Connecticut State Coll., New Haven. Dept. of Speech.

Pub Date 69

Note—6p.

Journal Cit—Speech Journal; n6 p29-34 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Composition Skills (Literary), *Discourse Analysis, Information Theory, Literary Analysis, *Persuasive Discourse, Public Speaking, *Rhetoric, *Rhetorical Criticism, Textual Criticism

Identifiers—Cicero, Quintilian

The contributions of Cicero and Quintilian, the two leading Roman rhetoricians, were based on their acceptance of the prior philosophical theories of Isocrates, which emphasized a cultural approach to rhetoric. Cicero and Quintilian, drawing from Isocrates, sought prospective orators who had a natural talent for eloquence and who could adopt a cultural approach to rhetoric that emphasized the worth of reading and writing as important to forming the abilities of the model speaker. Their particular contributions were their emphases on the relationships between writing and speaking ability and their construction of systems of rhetoric which viewed the orator as the prime motivator of a group of listeners on a specific occasion. Their writer-speaker centered rhetoric anticipated the tradition of rhetoric and letters that flourished in later centuries, with special relevance for mid-twentieth century students of communication theory. (Author/RN)

ED 075 873 CS 500 241

Lashbrook, William And Others

A Theoretical Consideration of the Assessment of Source Credibility as a Linear Function of Information Seeking Behavior.

Pub Date 15 Jul 72

Note—39p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Honolulu, November, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Theory, *Personality Assessment, Personality Studies, Rating Scales, Research Design, *Research Methodology, *Semantic Differential, *Statistical Analysis, Values

Identifiers—*Source Credibility

This paper investigated the assumption that a linear relationship could be detected between the process of source credibility evaluation and the seeking of information. The authors utilized twelve semantic differential scales which, when used for evaluating the source credibility of public figures, clustered into four dimensions: competence, character, composure, and extroversion. Seventy students utilized the twelve scales in the evaluation of eight historical political figures, on a stimulus of name only, with no descriptive information. Based on results of the previous evaluations, three of the figures who showed significant differences on the four dimensions were selected for evaluation by another group on three informational levels: name only, information

without the name, and with both information and the name. The information was constructed from a questionnaire designed to determine which information was required for source credibility evaluation and how scale items might be interrelated. The results indicate that a relationship does exist between the processes of credibility evaluation itself and the seeking of information to make the evaluations. (Author/RN)

ED 075 874 CS 500 242

Mixon, Harold

A Re-examination of Henry Grady's New South.

Pub Date Apr 73

Note—7p.; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Ky., April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African American Studies, Agriculture, Industrialization, *Negro Role, *Persuasive Discourse, *Reconstruction Era, Southern Attitudes, *United States History

Identifiers—*Grady (Henry)

Historian Henry Grady's speeches, particularly one delivered to the New England Club of New York City in 1886, are credited with persuading the North of the South's continued domination of blacks, its need for increased industrialization, and its broadened agriculture. Grady's term "The New South" is defined as a racially conservative, even white supremacist, doctrine designed to convince Northerners to invest in the South. This "myth" of "The New South" during the recovery period projected the image needed for Southern self-identity and for Northern reconciliation. The persuasive qualities of Grady as a publicly identified spokesman spread the idea of "The New South" extensively and "adjusted ideas to people and people to ideas." (CH)

ED 075 875 CS 500 243

Baker, Judy Ann

Four Dallas Schools of Expression, 1908 through 1930.

Pub Date Apr 73

Note—9p.; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Ky., April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Dramatics, *Critical Reading, Dramatic Unities, *Educational History, *Interpretive Reading, *Narration, Readers Theater, *Speech Instruction

Previous studies of elocution and expression in America established the cultural significance of oral reading activities in the nineteenth and early twentieth centuries. There is an abundance of information available from private oral expression schools established by four prominent Dallas teachers: Mrs. A. A. Cocke, Mrs. Pearl Wallace Chappell, Mrs. O. D. Woodrow, and Mrs. C. C. Latimer. This provides an opportunity of inestimable value for adding a small segment to the history of America's oral tradition. Acquisition of material included interviewing former students of expression, perusing their scribbles, programs of recitals, notes, and textbooks, and examining the Dallas "Morning News" for publicity and critiques of expression activities. (EE)

ED 075 876 CS 500 244

Trent, Judith S. Trent, Jimmie D.

The Rhetoric of the Challenger: George Stanley McGovern.

Pub Date Apr 73

Note—15p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beliefs, Elections, *Persuasive Discourse, Political Affiliation, Political Attitudes, Political Influences, Political Issues, *Politics, *Rhetoric, *Rhetorical Criticism, Voting

Identifiers—McGovern (George S)

Reasons for George McGovern's presidential election failure are summarized in the context of McGovern's rhetoric as a challenger. Taking the point of view that McGovern abandoned the traditional rhetorical advantages of the challenger, the authors conclude that this abandonment along with the problems of financing, the impression of alignment with extremist groups, the Eagleton crisis, the image-making power of President Nixon, and the unmeasured damage of "political sabotage" led to the McGovern defeat. Without the "challenger's rhetoric," the

Democratic contender emerged as a moralist-rhetorician—a position which does not win elections, the authors conclude. (CH)

ED 075 877 CS 500 245

Gordon, Thomas F.

The Effects of Time Context on Children's Perceptions of Aggressive Television Content.

Pub Date Apr 73

Note—24p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, *Behavior Change, *Childhood Attitudes, Childhood Interests, Commercial Television, Emotional Response, Mass Media, *Programming (Broadcast), Television, Television Research, *Television Viewing, Violence

The major question of this study is: Does the time context of a TV program affect children's conclusions about the action? If violent or aggressive behavior is viewed on television by children, how will they respond to the action when they know the action takes place in either the past, the present, or the future? Fifth and sixth grade boys viewed four television scenes and were tested with scaled word items tapping the dimensions of enjoyment, perceived acceptability of the action, perceived reality, and perceived violence. The author concluded that (1) action was enjoyed more in the present context, (2) the same aggressive action was felt to be less acceptable in the present context, (3) action in the present was thought to be more realistic, (4) perceived violence did not differ between contexts, and (5) no social class differences were observed on the perception dimensions. (Author/CH)

ED 075 878 CS 500 246

Felsenthal, Norman A.

The Undergraduate as Researcher: Selected Studies in Mass Communication.

Pub Date Apr 73

Note—8p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Instruction, Films, Individual Instruction, *Media Research, Radio, Research, *Research Apprenticeships, Research Criteria, *Research Design, Research Projects, Research Proposals, Research Skills, *Teaching Models, Teaching Techniques, Television, *Undergraduate Study

Reporting on a group of class projects undertaken by a series of his college-level "Broadcasting and Society" courses, the author concludes that there is great value in encouraging undergraduates to do their own original research. Among the topics researched by the students are the effect of television on nuns, television news viewing habits of residents of Lafayette, Indiana, automated and non-automated radio stations, opinions on television soap operas, and effects of television advertisement, television violence, and radio commercials. (CH)

ED 075 879 CS 500 247

Mandelbaum, Seymour J.

Community and Communications.

Pub Date 72

Note—153p.

Available from—W. W. Norton & Company, Inc., 55 Fifth Avenue, New York, N.Y. 10003 (\$5.95)

Document Not Available from EDRS.

Descriptors—Attitudes, *Communication (Thought Transfer), *Group Relations, Human Relations, Information Theory, *Interaction, Interpersonal Competence, *Interpersonal Relationship, *Social Action, Urban Environment

An argument is posited for dealing with urban dilemmas through the perspective of interpersonal communications. In response to the contemporary revolution in communications technology, the concept of the community is redefined to encompass all the people with whom an individual communicates, regardless of geographic location. Social and political issues are examined in the context of involved parties talking effectively to each other about salient issues. More efficiently organized channels of communication are required. More information must be disseminated to people for storage and retrieval, and they in turn must be provided with avenues of expression. The book discusses the technologi-

cal possibility of a total communications system for America as a means of coping with pressing social issues. (EE)

ED 075 880 CS 500 255

Chesebro, James W.

Political Persuasion—Modernizing Our Theory of Invention.

Pub Date Mar 73

Note—11p.; Paper presented at the Annual Meeting of the Eastern Communication Assn. (New York, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Information Theory, Models, *Persuasive Discourse, Political Attitudes, *Politics, Research Methodology, Research Problems, Research Reviews (Publications), *Rhetorical Criticism

The increasing occupation of journals with the subject of political persuasion is briefly surveyed. A set of principles which might be utilized to reconceive an invention theory are proposed, and means through which these principles may be applied in studies of political persuasion are suggested. The decision to shift from a speaker/message situation ultimately depends on the particular communications theory adhered to. If one accepts the proposition that audiences are flagrantly active determinants of meaning, it may well be time to shift from the single-speaker to the message/system approach. (EE)

ED 075 881 CS 500 256

Dennis, Harry And Others

An Exploratory Analysis of the Effects of Complementary and Contradictory Nonverbal Cues on Conformity Behavior.

Pub Date Apr 73

Note—36p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, Minnesota, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Behavior Rating Scales, Communication Skills, *Conformity, Nonverbal Ability, *Nonverbal Communication, Nonverbal Learning, Sex Differences, *Social Influences, Stimulus Behavior, Verbal Communication, Verbal Operant Conditioning

Using a conformity research methodology, the authors investigated the questions of whether (a) the Asch-type conformity setting produces greater yielding than variant settings where subjects are screened from one another and (b) the nonverbal element of contradictory or inconsistent nonverbal communications significantly alters response to the verbal message. Responses of fifty subjects, all video taped to augment the analyses, were studied with dependent measures, including frequency of conformity, a social desirability inventory, and a number of self-reaction instruments. Results indicated that the amount of yielding did not vary with type of conformity setting and that the amount of yielding was not affected by nonverbal manipulations designed to alter conformity behavior. Suggestions for further study are included. (Author/CH)

ED 075 882 CS 500 257

Chang, Won H.

Complex Communication System and Social Change.

Pub Date Apr 73

Note—11p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, Canada, April 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, *Communication (Thought Transfer), Communication Skills, Cultural Awareness, *Information Theory, Interaction Process Analysis, Social Attitudes, *Systems Analysis, *Systems Approach

The basic question under examination is the underlying force that brings forth changes in cultural and social organizations. By employing general system theory and communication systemic analysis, the author concludes that communication, especially human communication, is the main vehicle of change. Human interchange, it is suggested, is constant and self-reflective at the subconscious and conscious levels in which the individual "constructs himself-in-his-environment." The interrelation of the individual and his systematic universe forms the basis of change. This interdependency is the best mode of approaching communication study. (Author/CH)

ED 075 883

CS 500 258

King, Corwin P.

Imagery and Information Processing: Some Implications for Therapeutic Communication.

Pub Date Apr 73

Note—14p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, Canada, April 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, *Behavior, Behavior Theories, Communication (Thought Transfer), Hypnosis, *Imagery, *Imagination, Information Theory, Nonverbal Communication, *Psychology, Psychotherapy, *Therapy, Thought Processes, Verbal Communication

This study of the human power to make mental images in the mind, here called "imagery," is studied as a phenomena of empirical psychology. The findings have importance for the process of communication, especially in behavioral modification through psychotherapy. Current research in imagery is reviewed, along with possible applications to therapeutic situations. The viewing of imagined phenomena through the "mind's eye" may occur as remembrances, daydreams, or fantasizing and have the qualities of pictured dreams or even hallucinations. Imagery is used for memory aids, for example, although it seems to function on a nonverbal level. Study of imagery can lead to psychotherapeutic ends in the clinical treatment of disturbed persons. (CH)

ED 075 884 CS 500 260

McGowan, Madelon

English 7-8: Modern Media of Communication.

San Diego City Schools, Calif.

Pub Date 71

Note—10p.; Instructional Suggestions Bulletin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Descriptions, *Curriculum Guides, Film Production, Films, *Film Study, *Mass Media, Media Research, *Media Selection, Music, Newspapers, Nonverbal Communication, *Television, Television Viewing, Verbal Communication, Writing

Identifiers—Print Media

This grade 7-8 level course guide covers aspects of media communication such as verbal and nonverbal communication theory, forms of modern media (newspapers, feature films, artistic films, music, advertising, etc.), and practice for the student in the various aspects of communication media. The guide is designed for a one-year course and enhances the students' preparation for functioning in the modern environment of multiple-media input channels. The course stresses student participation, for example, in the making of a scratch film, in classroom dramas, in writing skills, and in media analyses. Suggested instructional materials, books, and day-to-day classroom activities are included. (CH)

ED 075 885

CS 500 261

George, Don

Language Cognition: A Theoretical Model Based on Neuro-Cortical Matrices.

Pub Date Dec 72

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (Chicago, Illinois, December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Ability, Cognitive Development, Cognitive Objectives, *Cognitive Processes, *Linguistics, Linguistic Theory, *Memory, Morphemes, *Neurolinguistics, Phonemes, Psycholinguistics, *Systems Analysis

Cognition, not to be confused with perception, reception, or stimulus detection, is defined as relationships of sensory experiences in single-loop matrices. The reticular system of the upper brain stem is centered upon as the likely locus of sensory filtering and modification that can modulate language usage. That is, higher cognitive functions are affected by the reticular matrices. Using an auditory input model, primarily, it is demonstrated that frequency, phoneme, and morpheme matrices are affected by the abductive logic of the reticular system studied. It is concluded that "language cognition is a probabilistic process of hierarchical matrices each responding holographically when matrices of the next lower level cumulate sufficient energy to activate them." (CH)

ED 075 886

CS 500 262

Kramer, Cheri

Women's Speech: Separate But Unequal?

Pub Date Apr 73

Note—21p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, Canada, April 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Females, Individual Characteristics, Information Theory, Language Patterns, Language Styles, *Linguistic Competence, *Linguistic Performance, *Oral Communication, Research Needs, *Sex Differences

This paper considers the existing evidence of systems of co-occurring, sex-linked, linguistic signals in the United States. In the first section, the type of research which has been done in linguistic sex contrasts and then the relevant material in "folk linguistics" are discussed. In addition, a number of studies about the differences among men and women in vocabulary and pronunciation, grammatical forms, retention and comprehension of oral messages, and compressed speech are examined. Overall, these research projects reveal conflicting results and inconsistent findings which are interpreted as indicating that the role of sex in communication has not been clearly enough defined. In the second section, the popular beliefs regarding what constitutes women's speech—what is believed to be women's speech and what people believe it should be—are examined. The fact that women as speakers have been largely ignored by communications researchers is stressed, and it is suggested that popular beliefs can be useful as bases for research hypotheses. (LG)

ED 075 887

CS 500 263

Breen, Myles P.

A Technological Determinist Viewpoint of the Stanton-Staggers Conflict over "The Selling of the Pentagon": Print Man Versus Electronic Man.

Pub Date Dec 72

Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (Chicago, Illinois, December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Documentaries, Films, *Film Study, *Information Theory, Mass Media, *News Media, Nonverbal Communication, *Rhetoric, Social Influences, Television, Verbal Communication

Identifiers—McLuhan (Marshall), Print Media

Media, specifically documentary films on television, profoundly affect both social structure and man's psychological perceptions. The clash of views depicted is between "print man" (using U.S. Representative Harley Staggers as an example) and "electronic man" (portrayed as Frank Stanton of CBS) centering on Staggers' objections to the CBS television documentary, "The Selling of the Pentagon." Evidence from Carpenter, Ong, Travers, Krugman, Hoban, and especially McLuhan, is used to support the argument that the nature of film (and TV) does not lend itself to the same evaluation applicable to print. Thus, a misunderstanding of the workings of the "grammar of filmic communication" leads to misapplied printlike societal expectations and goals. (CH)

EA

ED 075 888

24

EA 004 452

Stout, Robert T.

New Approaches to Recruitment and Selection of Educational Administrators. ERIC/CEM-UECA Series on Administrator Preparation. ERIC/CEM State-of-the-Knowledge Series, Number Eighteen. UCEA Monograph Series, Number Five.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management; University Council for Educational Administration, Columbus, Ohio.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0353

Pub Date 73

Contract—OEC-8-8-080353-3514

Note—53p.

Available from—University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$2.00 Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Administrator Characteristics, *Administrator Education, *Administrator Selection, Admission Criteria, Bibliographies, Bureaucracy, *Educational Administration, *Educational Change, Educational Objectives, Philosophy, Professional Training, Recruitment, Schools of Education

Identifiers—*Change Strategies

In this monograph, the author claims there is a need for administrators who are responsive to legitimate demands for educational change. He reviews the shortcomings of contemporary American educational systems and traditional procedures for selecting and preparing administrators -- a group noted for its size and homogeneity. The author contends that recruiting innovative personnel is difficult because so little being known of the change process, the likelihood of conflict is great. Nonetheless, there exists a need for diversity of educational goals. He discusses the role that is played by universities attempting to design training programs for producing a variety of administrator types and explains the necessity of their having to recruit from nontraditional sources, i.e., from the ranks of "unsuccessful" teachers or nonteachers. New criteria for selecting trainees are proposed. A selective bibliography is appended. (M)

ED 075 889

EA 004 779

Lincourt, Michel Parnass, Harry

Metro/Education.

Montreal Univ. (Quebec).

Spons Agency—Central Mortgage and Housing Corp., Ottawa (Ontario); Educational Facilities Labs, Inc., New York, N.Y.

Pub Date Jun 70

Note—150p.; Text in French and English

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Catholic Schools, Community Resources, Conceptual Schemes, Decentralized School Design, *Educational Experiments, Educational Facilities, Educational Innovation, *Environmental Influences, Facility Utilization Research, Human Resources, *Intervention, Management Systems, Organization, Performance Criteria, Shared Services, *Space Utilization, *Urban Education, Urban Environment

Identifiers—*Metro Education, Shared Facilities

This booklet presents the first part, or the conceptual scheme, of a 5-part experimental project aimed at exploiting the under-used physical and human potential of the center-city environment for the benefit of urban education and the acculturation process. The underlying hypothesis is that it is possible to raise the performance level of urban populations by increasing the performance levels of the facilities and resources that make up the physical and organizational infrastructure of a city. The authors conceive the Metro to be the central corridor or "spine" of a new school system, with decentralized educational facilities occupying vacant spaces in the Metro or its extensions and using available services, such as the 12 Metro cinemas empty every morning. The contention is that a new system of schools could thus begin operation at once, injecting new life and financial resources into the existing urban community. Moreover, by operating in leased available spaces in and near the Metro stations, each "learning location" would become the showcase of continuing education to the passer-by. (Photographs and charts may reproduce poorly.) (Author/WM)

ED 075 890

24

EA 004 786

Schmuck, Richard A.

Incorporating Survey Feedback in OD Interventions. A CASEA Occasional Paper.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Bureau No.—BR-5-0217

Pub Date Jan 73

Contract—OEC-4-10-163

Note—25p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Publications Editor, CASEA, University of Oregon, Eugene, Oregon 97403 (\$7.5)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consultants, Data Analysis, *Data Collection, *Feedback, Group Dynamics, Information Utilization, Intervention, *Measurement Techniques, *Organizational Development, Organizations (Groups), School Districts, Speeches, *Surveys

A meta-goal of organization development is that of helping participants establish appreciation for and skill in using objective data about themselves. The prominent method for soliciting and sharing such data has been survey feedback. An Organizational Development (OD) consultant should have at least three skills in order to use survey feedback effectively. First, he should be adept at collecting relevant, valid data and at putting the data into a form for feedback that is understandable by and energizing to the participants. Second, he should be able to raise the mundane data to a level of larger, essential significance, making the data worthy of notice by the participants. Third, the consultant should find ways of incorporating survey feedback into the natural ebb and flow of OD training. This paper discusses each of these three capabilities. Further, it illustrates ways in which questionnaires, interviews, and observations can be employed at five stages of OD training. Survey feedback can thus take its place as an integral and natural part of a larger macrodesign for organizational development in schools. (Author)

ED 075 891

EA 004 787

Bailey, Stephen K. And Others

A Model for NIE. A Review of "Organizing for Innovation: Alternative Designs for the American Educational R & D System."

National Academy of Education, Syracuse, N.Y.

Pub Date 14 Apr 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Administrator Role, Budgeting, Educational Finance, *Educational Innovation, *Educational Research, *Federal Aid, *Models, *Organization, Organizational Change, *Planning, Power Structure, Program Evaluation, Regional Laboratories, Research and Development Centers, Tables (Data)

Identifiers—*National Institute of Education, NIE

The authors of this planning review claim that educational research and development has been underfunded, has had less than distinguished standing in the scholarly and scientific community, and has had little national leadership. They assert that the National Institute of Education (NIE) is intended to bring about an improvement on all three counts. Consideration is given to some of the problems that must be confronted if NIE is to have a substantial influence on the conduct of American education. Proposals are made for the initial incorporation of six components felt to be essential in the organization of NIE: R & D Centers and Regional Laboratories; a National Educational Laboratory; extramural R & D, supporting investigator-initiated grants and programmatic research; research manpower training; institutional development for research; and functions specifically transferred from OE. Assuming an initial funding of 125 million dollars, the authors have prepared an approximate budget suggesting the appropriate emphasis for each of these components. (Author)

ED 075 892

EA 004 788

Citizens, Businessmen, and Educators: The Elements to Better School-Community Relations. An Occasional Paper.

Institute for Development of Educational Activities, Dayton, Ohio; Johnson Foundation, Inc., Racine, Wis.; Thomas Alva Edison Foundation, Detroit, Mich.

Pub Date 72

Note—26p.

Available from—I/D/E/A, P.O. Box 628, Far Hills Branch, Dayton, Ohio 45429 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizen Participation, Communication (Thought Transfer), Community Education, Community Influence, *Community Involvement, Power Structure, *Public Relations, Public Schools, *School Community Relationship, *School Industry Relationship, School Responsibility, Seminars

Questions aimed at better school-community relations through identification of problems and courses of positive action were pursued at a seminar. Positive statements were presented by a

citizen, a businessman, and an educator; and discussions were launched from the propositions, problems, and points raised in these papers. This report consists of the three statements in total and a summary of the discussions pertinent to them. The final section of the report enumerates the conclusions drawn from the meeting. (Author)

ED 075 893 EA 004 813

Harman, G. S.

The Politics of Education: Development and Literature, Problems, Possibilities.

Pub Date 72

Note—20p.; Paper presented at Australian Association for Research in Education Annual Conference (Canberra, Australia 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conflict Resolution, Decision Making, *Education, Educational Planning, *Literature Reviews, Policy Formation, Political Science, *Politics, *Research Problems, *Research Utilization, Speeches

Identifiers—*Australia

The politics of education is a new field of research specialization both in education and in political science. As with any new field, the politics of education faces a number of problems. On the other hand, it shows promise of being able to make important contributions both in increasing our understanding of educational and political systems and in providing substantial help in tackling current pressing educational problems. The aim of this paper is to describe briefly the development of the politics of education to date, to note some of the main literature that has been produced, particularly in the United States and in Australia, and to discuss some of the problems the politics of education faces and some of the possibilities it offers. A substantial bibliography is included. (Author)

ED 075 894 EA 004 836

Crowfoot, James E.

Planning and Social Systems: Organizations as a Special Case. A CRUSK-ISR Working Paper.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 72

Note—60p.

Available from—Publications Division, Institute for Social Research, P.O. Box 1248, Ann Arbor, Michigan 48106 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Principles, *Conceptual Schemes, *Decision Making Skills, Environmental Influences, Models, Organization, *Organizational Climate, Organizational Development, Organizations (Groups), *Planning, Policy Formation, Power Structure, *Social Organizations, Theories

This paper attempts to provide a broad theoretical framework for understanding planning in organizations and other social systems; and it identifies the key conditions, processes, and structures of social systems in the planning concept. While other frameworks exist that detail singular aspects of planning as it actually occurs and describe planning as a normatively conceived process, it is assumed that those more detailed theories can be fitted into this general framework, potentially useful in analyzing particular cases. The content is organized according to (1) definitional issues, (2) framework for analyzing the planning potential of a social system, (3) implications of proposed framework for system analysis, (4) planning and organizations in relationship to the analytic framework, (5) organizational structures and processes involved in planning, and (6) conclusion. These sections move from definition to a general theoretical statement, and, finally, to the application of the theory to organizations. A bibliography is included. (Author)

ED 075 895 EA 004 837

Crowfoot, James E.

The Tavistock Group Relations Conference: Description and Comparison with Laboratory Training. A CRUSK-ISR Working Paper.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Spons Agency—National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.;

Washington School of Psychiatry, Washington, D.C.

Pub Date 71

Note—63p.

Available from—Publications Division, Institute for Social Research, P.O. Box 1248, Ann Arbor, Michigan 48106 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Comparative Analysis, *Conferences, Group Dynamics, *Group Experience, *Group Relations, Groups, Group Structure, Group Therapy, Human Relations, Institutes (Training Programs), Learning Experience, Organizations (Groups), Simulation, *Training Laboratories, Training Objectives, Values

Identifiers—Experiential Learning, *Tavistock Conference

Laboratory training and the Tavistock Conference, two types of experiential learning, contrast in important ways. They are designed to respond to different societal issues and make different types of responses to these issues. Tavistock conferences focus consciously and exclusively on group operation, role, role relationships, intergroup relationships, and total organization. Human relations laboratories (laboratory training) focus at the levels of self, other, relationships in small groups, and group operation. At the same time, both laboratory training and the conference have in common the attempt to provide the learner with direct opportunities for learning from his experience. Both utilize trainers to guide the learning process. Nonetheless, the techniques also differ in that they have different orientations to training clients for conflict. The conference attempts to provide situations that provoke anxiety about behavior and decisionmaking and that allow the members to learn at the rate they want to learn. It relies on organizational structure that is established by the staff on the basis of their authority. The primary emphasis is to study and cope (within the given structure) with conflict that arises out of a simulation of a classically defined bureaucratic authority structure. The concern of the conference is, therefore, for the effectiveness of individuals in given institutional and organizational roles. (Author/WM)

ED 075 896 EA 004 854

Mitchell, Donald P.

Leadership in Public Education Study: A Look at the Overlooked.

Academy for Educational Development, Inc., Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 72

Note—78p.

Available from—Academy for Educational Development, Inc., 1424 Sixteenth Street, N.W., Washington, D.C. 20036 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Background, *Administrator Characteristics, Administrator Education, Administrator Qualifications, Administrator Role, Career Choice, *Change Agents, Costs, Educational Administration, Educational Change, Educational Finance, Educational Objectives, Futures (of Society), Humanization, *Leadership Responsibility, *Principals, Public School Systems, Statistical Data

Identifiers—Michigan

Although it is unreasonable to expect the schools to build a new social order, nonetheless the humanizing of education in the pluralistic American tradition is a legitimate and worthy goal. The people who run our schools must lead the way. Too many educational leaders, however, have been unwilling or unable to make difficult decisions that seemed to threaten their job security or advancement. Such self-protection can no longer be justified. The construction of a "principal profile" from a Michigan study and an examination of present national training methods and costs lead to a proposal for reform of the existing system in a training and development capacity. Such a program should deal with (1) questions about leadership and the school system; (2) methods of implementing reforms; (3) organizational structure and operations; and (4) costs. (Author)

ED 075 897 EA 004 900

Sakuma, Arline F.

Approaches to Studying Elementary and Secondary Educational Systems. Working Draft.

Pub Date Feb 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Boards of Education, Bureaucracy, *Decision Making, Educational Innovation, Educational Objectives, Educational Sociology, Evaluation, *Group Dynamics, *Organization, *Power Structure, Professional Personnel, *Public School Systems, School Community Relationship, School Personnel, School Role, Socialization, Teacher Militancy

Elementary and secondary schools in the United States lack a singular pattern of organization. Each of the separate school districts can, and often does, introduce different types of changes at different times. Yet a piecemeal description of an educational system unduly complicates the task of understanding that system. As the number of changes introduced into the school system increases, a means of developing a coherent portrait of education is clearly required. Such a portrait may serve to enable a summary assessment by policymakers and planners, and to act as a tool for educating a confused public in times of rapid social change. Primarily this scheme should define the basic elements of the school system and designate the nature of some of the relationships between specific elements in that system. It is possible to delineate appropriate categories for analyzing the structural and interpersonal process at any given point in time while also allowing consideration of the dynamic aspects of the situation. On the other hand, the internal structure of the school system may be viewed as a series of interrelated decisionmaking components, each with its own set of alternative decisions and constraints specifying limits of appropriate action. (Author/WM)

ED 075 898 EA 004 901

Greene, John F. And Others

The Open Curriculum and Selection of Qualified Staff: Instrument Validation.

Pub Date Feb 73

Note—8p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, Educational Research, Elementary Schools, Factor Analysis, *Measurement Instruments, *Open Education, *Personnel Selection, *Predictive Validity, Research Methodology, Speeches, *Statistical Analysis, Teacher Selection

The impact of open education on today's curriculum has been extensive. Of the many requests for research in this area, none is more important than instrument validation. This study examines the internal structure of Barth's Assumptions about Learning and Knowledge scale and explores its relationship to established "progressivism" and "traditionalism" scales and demographic variables. Barth's scale and Education Scale VII were administered to 149 subjects. Item and factor analysis yielded support for Barth's scale. As hypothesized, the scale correlated significantly with Education Scale VII. No relationships were found with the demographic variables considered. (Author)

ED 075 899 EA 004 902

Lynch, Patrick D.

Multi-Cultural Administrator Training and Cultural Change.

Pub Date Feb 73

Note—16p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, Administrator Role, *American Indians, Change Agents, *Cultural Factors, Cultural Pluralism, Educational Administration, *Educational Change, *Educational Programs, Ethnic Groups, Higher Education, Institutions, Internship Programs, Minority Groups, Models, Speeches, Values

Identifiers—*Native American Administrator Program, Pennsylvania State University

A program at Pennsylvania State University is described, wherein American Indian trainees with special knowledge and skills necessary to changing institutions are encouraged to use these skills and knowledge in an effort to change federal, State, and local public and private institutions. Changing institutions to become responsive to clients is the main goal of the training process. One assumption undergirding the program is that administrator behavior is more complex than theory-concept development and testing, and that administrator behaviors demanded in multicultural settings require recognition and analysis. A second premise is that group solidarity is essential for creating a critical mass for change in an institution. Encouraging trainees to keep cultural loyalties, maintain their integrity, and become involved in tasks is an essential part of the training process. The aggregate model is the institutional change model. Clients' involvement in institutional change is the test of the trainees' skills and value commitment. Finally, value commitments are recognized and made explicit. (Author)

ED 075 900 EA 004 903

Palumbo, Dennis J. Styskal, Richard A.
Professionalism and Receptivity to Change.
Pub Date Feb 73

Note—20p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Rating Scales, Behavior Standards, Boards of Education, *Changing Attitudes, Community Health Services, Educational Research, Elementary Schools, *Group Dynamics, *Group Norms, Principals, *Professional Occupations, Professional Recognition, Research Methodology, Speeches

One criticism of professionals in public service is that they resist changing the occupational norms that would decrease their power even though it would benefit their clients. In an examination of the relationship between professionalism and change, data were collected from elementary school principals, local school board members, and lay members of community health planning. Principals were slightly less inclined than school board members to accept change. The least professional of the three groups, community health members, were the most negative about change. The mixed findings may result partially from the spurious relationship between professionalism and change. Two additional variables were introduced to test this hypothesis: amount of "turbulence" or dissatisfaction among clients and diversity of viewpoints within groups. Controlling for the former variable yielded little difference; however, there was a strong positive relationship between diversity of viewpoints and change. Consequently, group consensus is seen as a major variable in predicting acceptance of change. (Author)

ED 075 901 EA 004 908

George, Phil
The Roosevelt Program: Changing Patterns in Education at Roosevelt Junior High School.
Oregon School Study Council Bulletin, Volume 16, Number 6.

Oregon School Study Council, Eugene; Oregon Univ., Eugene. Field Training and Service Bureau.

Report No.—OSSC-Bull-Vol-16-No-6

Pub Date Feb 73

Note—25p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making Skills, *Educational Change, *Educational Innovation, Educational Philosophy, Elective Subjects, *Experimental Programs, Flexible Scheduling, Junior High Schools, Nongraded System, *Open Education, Parent Participation, Parent School Relationship, Program Development, *Program Evaluation, Quarter System, Student Motivation, Student Participation, Student Teacher Relationship

Identifiers—Educational Alternatives, Eugene, *House System, Oregon, Roosevelt Program

This Bulletin is about sweeping changes that were put into effect at Roosevelt Junior High School in Eugene. It outlines some of the philosophy and ideas which generated these

changes, explains how the new program was initiated, traces the development of the program through its first 3-year experimental period, and presents some major points brought out in the program's evaluation. (Photographs may reproduce poorly.) (Author)

ED 075 902 EA 004 909

Four-Quarter Extended Year Program. Second Evaluation Report: Park Elementary School.
Hayward Unified School District, Calif.

Pub Date May 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, *Comparative Analysis, Educational Research, Elementary Schools, *Extended School Year, Family School Relationship, Parent Participation, *Program Development, *Program Evaluation, *Quarter System, Questionnaires, Reading Improvement, Tables (Data), Testing
Identifiers—California, Hayward School District, Park Elementary School

This report represents a research design oriented toward a descriptive and analytical treatment of selected data pertaining to the development, operation, and evaluation of the Park Four-Quarter Plan; covers a 3-year period (the school years 1969-70, 70-71, and 71-72); and gives a brief background covering the development of the program. Study findings reveal that, for the most part, parents, teachers, students, and administrators rate the program as excellent; that the program provides more opportunities for parent participation in school activities; and that better student-teacher-parent relationships have resulted. The document content is divided into (1) background information; (2) analysis of survey questionnaire data; (3) report of test results (Park Elementary School); and (4) general summary, conclusions, and recommendations. (Author)

ED 075 903 EA 004 921

Kohler, P. Terence
A Comparison of Open and Traditional Education: Conditions That Promote Self-Concept.

Pub Date 72

Note—12p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Open Education, Research Methodology, *Self Concept, *Self Concept Tests, Sex Differences, Speeches, Statistical Analysis, *Traditional Schools

Identifiers—Sears Self Concept Inventory, Walberg Thomas Scales

The study tests hypotheses derived from the proposition that open education promotes self-concept. The Sears Self-Concept Inventory, yielding scores in six self-concept "areas," was administered to 316 students, ages 9 to 12, from six suburban schools. The Walberg-Thomas Scales rated each school as to degree of openness. No significant difference in any of the six "areas" of self-concept was found between students in the open and those in the traditional groups. Significant differences in total self-concept were found between males in open and traditional schools, between males and females in open schools, and between open schools. No correlations were found between a school's openness and the students' self-concept. (Author)

ED 075 904 EA 004 924

Conway, James A.
Participative Decision Making and Perceptions of Organization: Refinement and Test of a Decisional Deviation Index.

Pub Date Feb 73

Note—22p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, *Decision Making, *Educational Research, *Measurement Instruments, *Organization, Policy Formation, Secondary School Teachers, Speeches, Statistical Analysis, Teacher Morale, *Teacher Participation

Identifiers—Organizational Effectiveness

To test the relationship between levels of participation and organizational effectiveness, 166

secondary school teachers completed Likert's "Profile of an Organization" and an adaptation of Belasco-Alutto's "Decisional Participation Scale." It was assumed that Equilibrium (participating as much as desired) was the most satisfying state. Saturation (participating more than desired) was next, and Deprivation (less participation than desired) was least satisfying. This continuum of "Decisional-Deviation" correlated with perceived organizational effectiveness at .21 (significant at .001). The "Decisional-Deviation" modification indicates that over-participation as well as the more frequent decisional deprivation both detract from teacher satisfaction. (Author)

ED 075 905 EA 004 928

Hall, Francine S.

The Concept of Effectiveness and the Educational Organization.

Pub Date Feb 73

Note—22p.; Paper presented at a Symposium of American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Educational Needs, *Educational Objectives, Effective Teaching, Evaluation Criteria, *Models, *Organization, Public Schools, *Relevance (Education), Speeches, Typology

Identifiers—Educational Effectiveness

This paper examines the concept of effectiveness in relation to educational organizations and suggests a conceptual framework for depicting the effective public school system. The discussion focuses first on properties of the school system as an organization and their implications for effectiveness criteria. Themes in the literature on effectiveness and health are then considered as they might apply to the school system. Finally, these themes are integrated and extended in a model specific to the school system as an organization. The author concludes that (1) educational and organizational effectiveness are interdependent concepts and (2) effectiveness assessment in school systems requires an extended conceptualization of the organization and its boundaries. (Author)

ED 075 906 EA 004 930

Willerman, Marvin

Effects of Two Styles of Leadership on Participants' Perception of Basic Organizational Hierarchical Needs in a Simulated Decision-Making Setting.

Pub Date Feb 73

Note—17p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, Decision Making, Educational Administration, *Elementary School Supervisors, *Leadership Styles, Organization, *Principals, Questionnaires, Research Methodology, School Superintendents, *Simulation, Speeches, Statistical Analysis

Identifiers—Organizational Needs

The purpose of this study was to determine if basic organizational hierarchical needs (BOHN) help govern the decisionmaking behavior of elementary school principals, and if these needs can be influenced by an immediate administrator. Three groups of graduate students were placed in a simulated setting, indoctrinated in the principal's role, and assigned superintendents with different leadership styles. Support was discovered for the Bohn concept and the underlying prepotency and need satiation theory. Results of Scheffe's comparisons indicate that only effective superintendents influenced the principal's Bohn operating level and differentially affected task- and human relations-oriented principals. (Author)

ED 075 907 EA 004 931

Owens, Robert G.

Conceptual Models for Research and Practice in the Administration of Change.

Pub Date Feb 73

Note—27p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Principles, Adoption (Ideas), Change Agents, Diffusion, *Educational Administration, *Educational Development, Information Utilization, Intervention, *Models, *Organization, *Organizational Change, Power Structure, Problem Solving, Research and Development Centers, Social Relations, Speeches, Systems Approach
Identifiers—*Change Strategies

Contemporary approaches to research and practice in the administration of organizational change tend to emphasize systematic aspects of the process, focusing on the orderly sequencing of such activities as goal-setting, planning, and execution. This emphasis has given rise to efforts to identify and describe overall strategies of organizational change and to explicate the activities that "go with" each of the various strategies as tactics. These strategies and tactics provide useful conceptual models for both the practice of administration and the conduct of research in organizational change. A number of identifiable strategies and tactics of organizational change, drawing upon various orientations to the task, are described, and their implications for both administrative practice and research are discussed. (Author)

ED 075 908 EA 004 932

Hailey, Richard V. Miskel, Cecil G.

A Systems Model as a Guide to Program Revision.
Pub Date Feb 73

Note—19p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, Course Evaluation, *Educational Administration, Graduate Study, Models, Organizational Change, *Program Development, *School Organization, Schools of Education, Speeches, *Systems Approach, Universities

Identifiers—University of Kansas

Demand articulators called for changing and strengthening programs in educational administration at the University of Kansas. As a result of activities over a 2-year period, the existing program was discarded and a new one adopted reflecting an interdisciplinary leadership and decisionmaking rationale conceptualized with a systemic framework. The application of an open systems model required information and decisions about a multiplicity of historical and projected program outputs. Following output identification, retreats were held to consider throughput strategies and input needs. Throughputs were delineated in terms of a typology of subsystem dynamics. Finally, necessary inputs were identified, internal and external constraints were considered, specific courses were developed and sequenced, and various evaluative feedback mechanisms were explored for continuous program monitoring and assessment. The authors discuss the conceptual aspects of the systems model and the translation of that model into an applied systems framework for program revision and implementation. The utility and limitations of the systems approach are presented and analyzed within a case study narrative depicting circumstances, activities, and events at the University of Kansas between 1970 and 1973. (Author)

ED 075 909 24 EA 004 967

Mellor, Warren

The Supervisory Role. Educational Management Review Series Number 18.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date May 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, *Classroom Observation Techniques, Conferences, Helping Relationship, Interaction Process Analysis, Interpersonal Relationship, Leadership Styles, *Literature Reviews, Principals, Supervision, *Supervisor Qualifications, Supervisory Methods, *Supervisory Training, *Teacher Administrator Relationship, Teacher Supervision
The quality of interpersonal relationships materially affects the outcome of encounters

between teachers and administrators. The supervisor will, therefore, achieve the greatest overall success if he is supportive in his leadership style. His performance depends, too, on technical competence and managerial ability. There is a need for more creative courses in the training of supervisors with such qualities. Since nonverbal behaviors play such an important part in interpersonal relationships, the supervisee and his supervisor should agree on the validity of the observation instruments and methods to be used. At the same time, however, systems approach theories have a role to play in planning and diagnosis, and in the formulation of supervisory conference strategies. (Author)

ED 075 910 EA 004 980

Stieber, Gertrude N.

Salary Schedules and Fringe Benefits for Teachers, 1972-73.

National Education Association, Washington,

D.C. Research Div.

Report No—NEA-RR-1973-R2

Pub Date 73

Note—278p.

Available from—NEA Customer Service, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25518, \$5.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Comparative Statistics, Elementary School Teachers, *Fringe Benefits, Health Insurance, Leave of Absence, Merit Pay, *Public School Systems, Salary Differentials, Secondary School Teachers, *Tables (Data), *Teacher Salaries, Teacher Welfare

This report gives precise information on salary schedules for teachers in 1,240 reporting school systems with enrollments of 6,000 or more, and for 178 selected systems in high income suburban areas with enrollments of 1,000 or more. The system-by-system listing, which makes up the major portion of this report, gives minimum and maximum scheduled salaries by preparation level, number of increments, and maximum placement for experience. Distributions of scheduled minimum and maximum salaries; and summaries of means, medians, and such administrative provisions as recognition of prior service, merit provisions, and index scheduling delineate the current nationwide status of teacher pay scales. Trends in mean minimum and maximum scheduled salaries are given to show the progress being made toward compensating teachers adequately. In addition to salary schedule data, information on sick, personal, and sabbatical leave, and on hospitalization and health insurance benefits is included. A related document is ED 004 036. (Author)

ED 075 911 EA 005 035

Lorton, Larry

Reorganizing for Learning at McKinley School—An Experiment in Multi-Unit Instruction.

Pub Date 2 Feb 73

Note—14p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College School Cooperation, Cross Age Teaching, *Educational Innovation, Educational Research, *Evaluation Techniques, Instructional Design, Morale, *Multiunit Schools, Nongraded System, Research Methodology, *School Organization, Speeches, Staff Utilization, Student Promotion, *Systems Approach, Team Teaching

Identifiers—IGE, Individually Guided Education, McKinley Project

The McKinley Project represents a systems approach to reorganizing instruction. The reorganization was based on three conclusions drawn from a comprehensive investigation of research and practices by the Commission on Public Personnel Policies in Ohio. The conclusions were that (1) variance within a grade level on many learning variables is greater than between grade levels, hence, nongradedness; (2) self-contained classrooms are least effective among alternatives, hence, teaming; and (3) grade retention seldom benefits the child, hence, nonretention. Teacher competencies, new relationships with colleges and universities, systematic inservice training, instructional aids and media, behavior based instruction, parent involvement, peer teaching, and criterion-

referenced evaluation constituted the instructional design. Reality testing was achieved by conducting the experiments in a blue-collar community, in an old "box" building, and within normal budget limitations. (Author)

ED 075 912 EA 005 037

Darr, Alice Dozier

Predictors of Supervisor Teacher Conference Interaction.

Pub Date Feb 73

Note—37p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Behavior Patterns, *Conferences, Educational Research, Interaction Process Analysis, Interprofessional Relationship, Microteaching, Multiple Regression Analysis, Predictor Variables, Speeches, Statistical Analysis, *Supervisors, *Teacher Administrator Relationship, *Teachers

The purposes of this study were (1) to provide an objective description of the supervisor-teacher conference behavior in a micro-teaching situation, (2) to determine the combinations of teacher and supervisor characteristics that predict conference behavior and conference effectiveness, and (3) to determine the supervisor characteristics that predict supervisors who change their behavior toward a more indirect and supportive conference. Test results, along with conference data and personal data, were used as supervisor and teacher variables for the statistical analysis. Through the use of the multiple regression technique, full and restricted models were tested to determine significant predictor sets. (Author)

ED 075 913 EA 005 038

Harty, Harold And Others

An Interactive Network for the Introduction of Innovations in Education: Organization, Training, Operation, and Impact.

Pub Date 27 Feb 73

Note—35p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Change Agents, College Faculty, Consultants, *Curriculum Development, Educational Innovation, *Elementary School Science, Information Dissemination, *Inservice Programs, *Instructional Materials, Networks, Organizational Change, Speeches

Identifiers—Process Education

The concept, organization, and operation of an interactive network for curriculum change is described, and data concerning the impact of this collaborative activity on instructional practice in public schools and colleges is presented. Specifically, the paper focuses on (1) the characteristics of a prototype model for harnessing the innovative energies of individuals and institutions (public schools, State departments of education, colleges, federal agencies); (2) how participants were prepared to serve in the networks; (3) activities in which participants engaged; and (4) the network's impact on instructional practice (including pupil performance) in participating public schools and colleges. (Author)

ED 075 914 EA 005 039

Griffin, Gary A.

Curricular Decision Making in Selected School Systems.

Pub Date Feb 73

Note—6p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Boards of Education, *Curriculum Development, *Decision Making, *Organization, *Participation, Questionnaires, Speeches, Supervisors, Teachers

Identifiers—Curricular Decisionmaking Questionnaire

A curriculum decisionmaking questionnaire was formulated and administered to 407 school-affiliated persons to determine if the levels of curricular decisionmaking: i.e., societal, institutional, and instructional—as proposed by John I. Goodlad, are reflective of practice. Analysis of

responses indicates that, in the five school systems studied, the societal and instructional level decisions are made by persons at those organizational levels, but that the institutional level decisions are often made by persons at the other two levels or are not handled systematically by any identifiable person or agency. It was also determined that teachers participate extensively, often unilaterally, in making curricular decisions. (Author)

ED 075 915 EA 005 040

Lacefield, Warren E. Cole, Henry P.

Starting Point for Curricular Change. A Predisposition and Suitability Measure for Client Groups.

Pub Date Feb 73

Note—26p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Educational Objectives, Innovation, Instructional Materials, *Measurement Instruments, Projective Tests, Research Methodology, Role Models, Speeches, Statistical Analysis, *Traditional Schools, Validity, *Values

Identifiers—Assessment, *Process Education

A reliable instrument was developed to assess the value orientations of individuals toward four basic epistemological dimensions concerning the perceived nature of knowledge, the learner and learning activity, and the purpose of schooling. Earlier research has shown these four dimensions discriminate between curriculum materials and instructional roles designed for traditional or process education approaches to instruction. The study reports the development of the instrument and its preliminary use with various groups in determining their predispositions toward using specific educational curricular innovations. The instrument is seen as having utility in matching curriculum innovations to client group needs and values. (Author)

ED 075 916 EA 005 044

Wiener, William K. Blumberg, Arthur

The Parent School Communications Questionnaire: A Measure of School Boundary Permeability.

Pub Date Feb 73

Note—15p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Interpersonal Relationship, *Measurement Instruments, Parent Participation, *Parent School Relationship, *Questionnaires, *School Community Relationship, Speeches, Statistical Analysis, Validity

Identifiers—*Parent School Communications Questionnaire, PSCQ

The Parent-School Communications Questionnaire (PSCQ) is based on Katz and Kahn's (1967) notion of a directly proportional relationship between the permeability of the boundaries and the openness of a social system. The instrument is constructed to measure parental perceptions of five factors that seem heuristically to compose the social-psychological boundaries of a school, and to elicit information about the degree and quality of interaction and influence of parents with the personnel of their child's school. The results of the field test of the PSCQ indicate its potential as a tool to assist school administrators in testing parental perceptions of the current status of their schools. (Author)

ED 075 917 EA 005 045

Straumanis, Eric R.

What Is a Normative Basis for Curriculum Research?

Pub Date 1 Mar 73

Note—48p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, Classification, *Curriculum Research, Decision Making, *Educational Research, Educational Theories, Moral Values, *Norms, *Research Methodology, Social Sciences, Speeches, *Values

This study undertakes to clarify the concept of a normative basis for curriculum research by considering four possible interpretations: (1) a set of substantive moral principles, (2) such a set taken as an integral part of a putative curriculum theory, (3) a meta-strategy governing curriculum decisionmaking, or (4) the norms which specify the kinds of terms that may be used in stating research hypotheses. None of these interpretations appears to be fully satisfactory for curriculum research, although the third and fourth (with qualifications) seem more promising than do the first and the second. (Author)

ED 075 918

EA 005 046

Sie, Maureen A. And Others

Accountability in Compensatory Education.

Pub Date Feb 73

Note—45p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, *Disadvantaged Youth, Educational Accountability, *Mathematics, Post Testing, Pretests, *Program Evaluation, *Reading Improvement, State Aid, Statistical Analysis

Identifiers—Michigan

This paper is a report of an evaluation study conducted on Michigan's State-funded compensatory education program. For the 1971-72 school year, the legislature appropriated \$22,500,000 in an effort to raise the achievement levels of disadvantaged children in reading and mathematics. Approximately 112,000 kindergarten through sixth grade pupils in 67 districts were served under the program. Pretest and posttest data were collected on every pupil, as well as other related information. Statistical analyses identified successful and unsuccessful programs among the districts and among schools and across grades. (Author)

ED 075 919

EA 005 048

Barbasi, Patricia N.

Toward a Programmatic Knowledge Production System in Educational Administration: The Development of Alternative Models.

Pub Date Feb 73

Note—62p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Theses, *Educational Administration, Educational Research, Literature Reviews, Management Systems, Models, *Organization, Planning, Problem Solving, *Production Techniques, Research Criteria, Researchers, *Research Methodology, Research Problems, Speeches, Student Teacher Relationship, Systems Analysis

The purpose of this research was to develop alternative models of a dissertation production system in educational administration. Interviews were conducted with 40 research administrators in public and private research settings; e.g., Bell Laboratories and the National Cancer Institute. Based on information derived from interviews and appropriate readings, three preliminary models were developed, and evaluative criteria were formulated. In addition, a 14-member panel was consulted. Each preliminary model was evaluated by the panel. On the basis of these evaluations, modifications of the models were made. Should these models prove viable, a more effective means of carrying out the dissertation activity will be available. (Author)

ED 075 920

EA 005 049

Brandes, Barbara J.

Problems in the Evaluation of Affective Education: A Case Study.

Pub Date Feb 73

Note—13p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, Case Studies (Education), Educational Objectives, Elementary School Students, *Formative Evaluation, *Goal Orientation, *Instructional Materials, Measurement Techniques, *Research Methodology, Speeches

Critical methodological issues in the design and evaluation of programs in affective education are discussed. The uncertain relationship between the short term and long range goals of instruction is problematic to evaluation in the traditional subject matter areas; but it is a much more serious predicament for evaluators of education in values and attitudes where little is known about the skills essential to the attainment of long range goals. Procedures being used for formative evaluation of an elementary school program in achievement behavior are presented. These procedures illustrate ways of handling the above problem by allowing for successive shaping of objectives. (Author)

ED 075 921

EA 005 055

McFadden, Dennis N.

Project D: Appraising Teacher Performance. Final Report. Increasing the Effectiveness of Educational Management.

Battelle Memorial Inst., Columbus, Ohio.; School Management Inst., Inc., Columbus, Ohio.

Pub Date Apr 70

Note—186p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Science Research, Behavior Rating Scales, Behavior Standards, Child Development, Classroom Observation Techniques, Educational Administration, Educational Principles, Effective Teaching, *Evaluation Techniques, Learning, Measurement, *Performance Criteria, Research Projects, *Self Evaluation, *Teacher Evaluation, Teacher Improvement, Teacher Role

Identifiers—*Diagnostic Appraisal Systems, SAI, Self Appraisal Instrument

A system of appraising teachers that is acceptable to the teaching profession, the public, and school management is needed. To meet this need, Project D developed a diagnostic system of appraisal whose aim was to pinpoint areas in which teachers might reasonably be expected to improve their performance. The procedures adopted included the development of a set of standards for effective teaching, the construction of a self-appraisal instrument for the diagnosis of teaching needs, and the development of a network or set of guidelines for using the Self-Appraisal Instrument in an effective way. Over 800 critical incidents of effective and ineffective teaching were collected from a sample of teachers in the sponsoring school districts. Three fields of psychology (learning, measurement, and child development) were reviewed for principles whose application in the classrooms were critical in bringing about the intended instructional results. A list of principles of effective teaching and a collection of behavioral illustrations for all principles were employed in the construction of the Self-Appraisal Instrument (SAI). A diagnostic scoring system was developed to assist the teacher identify areas in need of improvement. Finally, guidelines were established for the proper implementations of the instrument. (Author/EA)

ED 075 922

EA 005 056

Macagnoni, Virginia M.

Democratization and Curriculum Renewal: An Exploratory Interdisciplinary Framework for Cooperative Educational Planning.

Pub Date Feb 73

Note—28p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Education, Communication Skills, *Cooperative Planning, *Curriculum Development, *Democratic Values, Educational Objectives, *Educational Planning, Higher Education, *Interdisciplinary Approach, Management, Speeches, Teacher Educator Education

The overall purpose of this paper is the presentation of eight processes as an exploratory interdisciplinary framework for cooperative educational planning directed toward democratization and curriculum renewal. The projected framework is intended as a heuristic device to stimulate curriculum and other leadership "actors" (Duncan and Frymier, 1967) as they engage in the design of planning activities. The intention is to synthesize a form from elements that have not been previously connected, but that are suggested in this paper. The thinking is addressed toward curriculum development in preparation

programs in institutions of higher education that prepare curriculum actors for leadership positions in public education and for teaching positions in higher education. The problem is that of identifying and clarifying processes that seem to have potential for (1) confronting present day educational dilemmas, such as the calls for democratization and curriculum renewal; and (2) serving as a foundation for further curriculum development within institutions of higher education. (Author)

ED 075 923

EA 005 065

Aukee, Waino E. And Others

Inside the Management Team. A Study of Management Team Patterns of School Organizations Including the Role of the Superintendent, Decisionmaking and the Professional Welfare of Administrators. Research Monograph No. 1.

Metropolitan Detroit Bureau of School Studies, Inc., Mich.

Report No.—R-Monogr-1

Pub Date 73

Note—102p.

Available from—The Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 (Order No. 1571, \$2.00, Educational Discounts)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Boards of Education, *Decision Making, Educational Administration, *Leadership Styles, Professional Personnel, Public Schools, Questionnaires, Research, *School Organization, *School Superintendents, Tables (Data), Urban Studies, Welfare

Identifiers—*Management Teams, Metropolitan Detroit, Monographs, Professional Welfare

The management team concept in school administration is currently being adopted by school districts throughout the United States. Basically, the concept refers to the involvement of all levels of management in the planning, implementing, and decisionmaking process when such activities directly affect their professional responsibilities. One key factor that may affect the degree and effectiveness of this management involvement is the pattern of organizational structure at the management level. This monograph reports on three distinct, yet related, pieces of research that focused on the relationship between identifiable management team patterns of school organizational structure in numerous public school systems in the Metropolitan Detroit area and (1) the involvement in the decisionmaking process, (2) the leader behavior and superintendents, and (3) the professional welfare of administrators. A selected bibliography is included. (Author)

ED 075 924

EA 005 066

Coleman, Peter

School Division Planning in an Era of Declining Enrollments. Occasional Paper No. 19.

Manitoba Association of School Trustees, Winnipeg.

Pub Date Feb 73

Note—15p.

Available from—Manitoba Association of School Trustees, Room 216, 1120 Grant Avenue, Winnipeg, Manitoba, R3M 2A6 (Canada)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Class Activities, Class Organization, Cost Effectiveness, *Educational Planning, Educational Quality, Elementary Schools, *Enrollment Trends, *Facility Utilization Research, Flexible Facilities, Individualized Instruction, Models, *School Organization, *Staff Utilization, Student Grouping, Student Teacher Ratio

Identifiers—*Canada

This paper proposes that a more flexible approach to the development of teaching groups, accompanied by the necessary changes in staff and facility utilization, would help solve problems arising from declining enrollments in elementary schools. Such problems presently occur in many elementary schools in Western Canada. The problems of educational planners in dealing with declining enrollments are examined in terms of school organization, staff utilization, and the utilization of facilities. Proposals especially appropriate for elementary schools with less than 150 students in eight grades are illustrated in four models for classroom grouping. Two models assume that teachers can develop teachable groups and a variety of activities; that students can

benefit from extensive individualization of curriculums and changeable groupings; and that school facilities can be modified to allow for a variety of groupings. Two other models are more traditional, suitable for schools whose physical structures are not easily changed. Implementation of these proposals could improve the quality of education in areas of declining enrollment, while keeping costs down. (Author)

ED 075 925

EA 005 135

Lee, Beatrice C., Ed.

Rankings of the States, 1973.

National Education Association, Washington, D.C. Research Div.

Report No.—NEA-RR-1973-R1

Pub Date 73

Note—76p.

Available from—NEA Customer Service, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25516, \$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Academic Achievement, Average Daily Attendance, Average Daily Enrollment, Census Figures, *Educational Finance, *Family Income, *Population Trends, *School District Spending, State Aid, *State Federal Aid, State Surveys, Statistical Data, Tables (Data), Tax Support, Teacher Salaries

This report consists of tables that rank States according to 129 separate data items that provide information for understanding, explaining, interpreting, and evaluating various aspects of State school systems. Although the latest available figures are used, some are estimates, and others are based on sampling studies. National totals are shown in most tables inclusive of those for Washington, D.C. Items covered in the tables are: population; enrollment and attendance; teachers; educational attainment; general financial resources; governmental revenue, expenditures, and debt; school revenue and expenditures; and miscellaneous items. A subject index is included. A related document is ED 063 623. (EA)

ED 075 926

EA 005 138

Ubbelohde, Robert

Value Problems and Curriculum Decisions.

Pub Date 19 Mar 73

Note—5p.; Paper presented at Association for Supervision and Curriculum Development Annual Conference (28th, Minneapolis, Minnesota, March 17-21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Curriculum Design, *Curriculum Research, Decision Making, *Educational Practice, Speeches, *Theories, *Values

Identifiers—Axiology, Curriculum Theories, *Educational Values

This essay aims at conceptual clarification within the field of curriculum. The concepts of curriculum theory, design, and practice are approached from the point of view of axiology. The argument presented is based on a distinction between value principles and value judgments and the type of justification involved in reasoning about such principles and judgments of value. It is asserted that nonnormative grounds may be found for justifying educational value principles although the principles have a normative function with regard to curricular practice. Further, the level of classroom practice is characterized as normative and involving the use of value judgments. Theorizing within the field of curriculum is thus defined as a nonnormative endeavor aimed at marking off a domain of educational value (to be distinguished from domains of moral, aesthetic, political, religious and other types of value). A curriculum theory is a set of value principles on this account, while a design is factual in nature and serves as a bridge between theory and practice. Curricular practice consists of judgments and actions based on judgments of educational value. Curricular practice is, therefore, normative. (Author)

ED 075 927

EA 005 146

Wohlferd, Gerald H.

Derivation of Goal Statements and Their Impact upon Educational Evaluation.

Pub Date Dec 72

Note—12p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deductive Methods, *Educational Objectives, *Educational Programs, *Evaluation Criteria, *Evaluation Methods, Formative Evaluation, Inductive Methods, *Program Evaluation, Speeches, Standardized Tests

It is axiomatic that an evaluation demands a statement of goal, for without a goal there can be no judgment of progress or success. Goal statements spring from two major sources: experience or theory. One source has its foundation in the present. The other has its genesis in the envisioned future. The former is generally a comparison with the present. The latter is a comparison to a position on a theoretical continuum. In this paper, the two bases upon which goal statements are formulated are explored. The advantages, disadvantages, and implications in relation to findings of each type are discussed. (Author)

ED 075 928

EA 005 147

Wilken, William H. Callahan, John J., Jr.

Nine Models of School Finance Reform: A Simulation Analysis in Connecticut.

Pub Date 1 Mar 73

Note—47p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Equalization Aid, Expenditure Per Student, *Fiscal Capacity, Income, *Models, Property Taxes, Public School Systems, Resource Allocations, School District Spending, Simulation, Speeches, *State Aid, Statistical Studies, Tables (Data), Tax Effort

Identifiers—Connecticut, *Variable Equalization

Traditional ways of funding our public schools are now under challenge throughout the nation. Armed with the equal protection clause of the Federal Constitution, judges are handing down decisions requiring school taxes and expenditures to reflect State wealth rather than variations in local wealth. Voters in rich and poor districts alike are threatening political reprisals for increases in property tax rates. In a few localities, voters have been forcing schools to close by refusing to approve their budgets. As the attack on present methods of financing schools has unfolded, attention has been focused increasingly on three issues: (1) the fiscal disparities in current school finance systems; (2) ways of insuring fiscal equity in restructured school finance systems; and (3) the fiscal and educational consequences of substituting fiscally equitable methods for present taxing and spending practices. This report seeks to examine these issues as they apply to Connecticut. (Author)

ED 075 929

EA 005 148

Medford, Robert E. Miskel, Cecil

The Professional Negotiator: Role Conflict, Role Ambiguity and Motivation To Work.

Pub Date Feb 73

Note—22p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Collective Bargaining, *Collective Negotiation, Data Analysis, Discriminant Analysis, *Role Conflict, School Systems, Speeches, *Statistical Studies, *Teacher Administrator Relationship, *Teacher Militancy, Work Attitudes

Identifiers—*Negotiators

The investigation examined the relationship among role conflict, role ambiguity, and motivation to work of teacher-negotiators. The theoretical rationale for the study was formulated from the finding of Walton and McKersie, Deutsch, Vidmar and McGrath, and Blum concerning the negotiator's conflict with his adversary, his dependence on his representative group, his personal role in the negotiation process, and his desire for job security and stability. The sample included 191 negotiators and 247 nonnegotiators. Data analysis procedures include discriminant analysis and analysis of variance. A quasi-factor describing the differences between negotiator and nonnegotiator groups was developed from the research findings. (Author)

ED 075 930

EA 005 149

Parks, David J. Leffel, Linda G.

Needed Research in Year-Round Education.

Pub Date Feb 73

Note—16p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance Patterns, Board of Education Policy, Cost Effectiveness, Educational Administration, Educational Programs, Extended School Year, *Family School Relationship, Models, Organizational Development, Planning, Politics, *Research Needs, *Research Proposals, School Schedules, Social Influences, Speeches, *Year Round Schools

Identifiers—Virginia

The current literature on year-round education is replete with feasibility studies; reports on operational programs; and thoughtful consideration of the potential effects of year-round education on the community, school, family, and child. Lay boards of education are frequently asked to make decisions on whether to implement year-round programs on these rather superficial data. More hard data of the type being gathered in Prince William County, Virginia, are needed if boards, school divisions, and communities are to make intelligent choices. An effort is being made to stimulate the development of a body of knowledge on year-round education to meet the information needs of the public, school boards, businesses, public agencies, and school personnel. (Author)

ED 075 931

EA 005 150

Staaf, Robert J.

The Effects of Year-Round Education on Costs and Public Support: The Economics and Politics of a Time Voucher.

Pub Date 1 Mar 73

Note—10p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Costs, Decision Making, *Economic Factors, Educational Programs, *Education Vouchers, *Enrollment Trends, Political Influences, Public Schools, Research Proposals, School Schedules, Speeches, *Year Round Schools

The costs of education have continued to rise at a rapid rate. Population growth, mobility, and the demand for increased education have caused school districts to issue bonds in support of new facilities and to raise taxes to meet daily operating expenditures. Year-round educational programs require thorough analysis from capital, operational, and public support points of view. Losses and gains in each of these areas must be determined by comparison with the traditional 9-month school. (Author)

ED 075 932

EA 005 151

Robinson, Ronald Hall, Douglas T.

Intervention Theory and Practice in School Systems.

Pub Date 1 Mar 73

Note—18p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Board Administrator Relationship, Case Studies, *Change Agents, Consultants, Educational Administration, Educational Practice, Educational Theories, *Intervention, Models, Organization, *Organizational Change, Organizational Climate, *Organizational Development, Public School Systems, Speeches

Identifiers—Ontario, *Research Practice Relationship

The authors, representing the viewpoints of the academic and the practicing consultant, consider the integration of intervention theory and practice in public schools. The first part of the presentation discusses the intervention theory as a guide to the activities of the organizational change agent. The distinctive characteristics of the public school system (as opposed to business, voluntary, and other types of organizations) are considered, and ways in which the intervention model might be modified and made more directly relevant to school systems are described. The second part of the presentation draws upon case material from actual intervention activities in public school systems. Factors leading to more effective consultative relationships are identified and compared to the theory-based intervention

approach described earlier. Finally, a revised version of the intervention model is developed for the school system. (Author)

ED 075 933

EA 005 152

Garner, William T.

The Identification of an Educational Production Function by Experimental Means.

Pub Date 28 Feb 73

Note—48p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Cost Effectiveness, Costs, Decision Making, Economic Research, Educational Strategies, Experiments, Grade 8, Input Output Analysis, Mathematics Instruction, *Performance Criteria, Performance Factors, Speeches, Statistical Analysis, *Statistical Studies, Tables (Data), Teaching Methods, *Time Factors (Learning)

Identifiers—Cobb Douglas Function, *Education Production Functions, Mastery Learning

Eighth grade students, randomly assigned to three criterion performance levels, studied matrix algebra in three programed lessons. Student achievement, ability, time spent, and other measures were obtained; and minimal variance criterion performance levels, analogous to production isoquants, were attained. A Cobb-Douglas (log-linear) function was estimated by regression, with output (criterion levels) exogenous and time to mastery used as a dependent variable. The use of the function to predict the time required for various student ability and performance combinations is illustrated. Costs and implications for equity/efficiency decisions in school management and finance are discussed under various assumptions. A companion document is EA 005 176. (Author)

ED 075 934

EA 005 153

Hayes, Andrew E.

A Reappraisal of the Halpin-Croft Model of the Organizational Climate of Schools.

Pub Date Feb 73

Note—71p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Computer Programs, Discriminant Analysis, *Factor Analysis, Interpersonal Relationship, *Interprofessional Relationship, Leadership Styles, Models, *Organizational Climate, Principals, *Research Tools, *Schools, Speeches, Statistical Studies, Teacher Associations, Teacher Morale

Identifiers—Object Socialization, OCDQ, *Organizational Climate Description Questionnaire

This study serves as a basis for revisions of the Organizational Climate Description Questionnaire (OCDQ) and as the second part of a larger study in which the conceptual model of climate introduced by Halpin and Croft, and the OCDQ, will be revised. The purposes were (1) to determine the factor structure of the OCDQ when a large, national sample of data were subjected to the sophisticated factor-analytic procedures that have become available since the original Halpin-Croft study was conducted; and, (2) to identify "climate types" that are based on the factor structure that was identified through the new analyses. Maximum-likelihood factor-analytic methods, with subsequent oblique rotations of the factor matrices, and taxonomic clustering procedures followed by multiple discriminant analyses yielded factor solutions and climate types that differ from those which Halpin and Croft identified in their original climate study. (Author)

ED 075 935

EA 005 154

Rogers, Donald D.

Cost Effectiveness Analysis in the Development of Mediated Instructional Modules.

Pub Date Feb 73

Note—70p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Oriented Programs, *Cost Effectiveness, Decision Making, *Educational Finance, *Higher Education, Instructional Materials, Models, Objectives, Productivity, Public Schools, *Resource Allocations,

Simulation, Speeches, Tables (Data), Teaching Methods

Identifiers—*Minerva Model

The desire to provide high quality instruction to an increasing number of students while maintaining or reducing costs has led to the development of mediated instructional modules. A model is described, which is used to predict the costs of using various alternative media to achieve the same instructional objectives for the same student population in order to determine the least cost method of instruction. The model, designed primarily for higher education, is based on the assumption of equal effectiveness for each alternative and focuses on the developmental, operational, and revisional costs of the instructional modules. (Author)

ED 075 936

EA 005 155

Barro, Stephen M.

An Econometric Study of Public School Expenditure Variations Across States, 1951-1967.

Report No.—Rand-P-4934

Pub Date Dec 72

Note—22p.; Paper presented at Econometric Society Annual Meeting (Toronto, Ontario, December 1972)

Available from—Publications Department, Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (Order No. P-4934, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance Patterns, Boards of Education, *Budgeting, Educational Finance, *Educational Planning, Models, Population Trends, Public School Systems, *School District Spending, Simulation, *State Federal Aid, Statistical Data, *Statistical Studies, Taxes

Nine sets of annual data on State school finances are used to test a theory of expenditure determination by public school districts. The results support implications of the theory regarding effects of personal income, State and federal aid, the relative price of education, the pupil/population ratio, and enrollment growth on per pupil spending. A population density variable and a South versus non-South regional variable, both included on the basis of earlier results, also affect spending significantly. The nine cross-sectional equations are generally consistent, but there are some structural shifts over time, and the hypothesis of coefficient homogeneity is not supported. Consequently, a pooled equation that allows for such shifts provides the most useful predictive model. Policy applications of the results are limited by (1) omission of some "taste variables" that affect spending, (2) uncertainty about differential State responses to aid, and (3) the absence of price data for individual States. (Author)

ED 075 937

EA 005 156

Pincus, John

Incentives for Innovation in the Public Schools.

Rand Corp., Santa Monica, Calif.

Report No.—Rand-P-4946

Pub Date Jan 73

Note—48p.

Available from—Publications Department, the Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (Order No. P-4946, \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Adoption (Ideas), *Bibliographies, Bureaucracy, *Educational Innovation, *Educational Research, Federal Aid, Incentive Systems, Information Systems, Organization, Organizational Development, *Public School Systems, Social Action, Utilities

Identifiers—Research and Development

Innovative behavior in the schools is determined by market structure, in which the schools behave as a special type of public utility, and by bureaucratic incentives which govern the schools' motivation and ability to implement change. The market incentives for school districts are systematically different from those of a competitive firm, resulting in a different pattern of innovations. The main bureaucratic influences are bureaucratic safety, influence of external pressures, and peer elite approval. These factors lead to certain recommendations for educational R&D policy. Policies for effective innovation require better understanding of the existing structure of incentives, as well as efforts to modify that structure. Often it will be impossible to know what the objectives of educational policy are, and the

practice of trying out new methods may, in the process, disclose what the objectives are. (Author)

ED 075 938

EA 005 164

Peebles, James M.

Formal Procedures for Evaluating Principals.

Pub Date 5 Feb 73

Note—8p.; Paper presented at National Association of Secondary School Principals Annual Convention (57th, Dallas, Texas, February 2-7, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, *Administrator Evaluation, Evaluation Criteria, *Evaluation Techniques, *Principals, School Administration, *Self Evaluation, Speeches, Supervision, Surveys
Identifiers—Massachusetts, Wellesley

A procedure for evaluating principals was developed over a period of approximately two years at Wellesley, Massachusetts. First, position descriptions were prepared. Then, several meetings were held with all administrators including department heads. Following these general workshops, eight administrators volunteered for a week's workshop during the summer. Through developing their own position descriptions, these administrators became qualified to conduct interviews with administrative personnel. The Wellesley evaluation program provides for (1) sufficient contact with the individual in his usual working area so that the evaluator feels competent to discuss the evaluatee's performance, (2) at least two formal conferences a year and, (3) written reports of all formal conferences to the superintendent of schools. The conference includes (1) a discussion of long- and short-range objectives agreed upon by both the evaluator and the evaluatee, (2) a discussion of the administrator's overall performance as outlined in the administrator's position description, (3) a discussion of the evaluatee's performance in terms of responsibilities common to all administrators, and (4) a written narrative report by the evaluator. (Author)

ED 075 939

EA 005 165

Stokes, Donald A.

The Assistant Principal -- Partnership in Progress.

Pub Date Feb 73

Note—23p.; Paper presented at National Association of Secondary School Principals Annual Convention (57th, Dallas, Texas, February 2-7, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Administrative Personnel, *Administrator Role, Chief Administrators, Decision Making, Educational Administration, Interpersonal Relationship, Leadership Responsibility, Public School Systems, Speeches, *Team Administration, Team Training, *Teamwork
Identifiers—Assistant Principals, *Shared Responsibility

This presentation emphasizes the role of the "assistant principal as a management team member." Evidence supports the revitalization of the assistant principal's role. The position must carry with it a total involvement of all managerial concepts. Major points stressed (with transparencies) are the team concept of three administrators working within one office and sharing responsibilities for a senior high school of 1,400 students and a staff of 65 professionals. (Author)

ED 075 940

95

EA 005 168

McKinney, William Lynn Westbury, Ian

The Gary, Indiana Public School Curriculum, 1940-1970: A Local History. Final Report.

Chicago Univ., Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 14 May 73

Grant—OEG-5-72-0039(509)

Note—242p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Board of Education Policy, Case Studies (Education), *Curriculum Development, *Curriculum Planning, Decision Making, *Educational Change, Educational Innovation, Educational Programs, Federal Aid, Organizational Change, Racial Integration, Resource Allocations, *School District Spending, Science

Curriculum, Secondary Schools, Social Studies, Superintendent Role, Vocational Education
Identifiers—Gary, Indiana, National Institute of Education, NIE, *Wirt Plan

Curriculum change and the dynamics of this change were explored by means of a case study of secondary social studies, science, and vocational education curriculums in Gary, Indiana, between 1940 and 1970. The time period is characterized by both unprecedented effort to produce change and slow change in schools. Talcott Parson's hierarchy of levels; Charles Perrow's notion of goals, technology, and structure; and Kirst and Walker's assumption that curriculum decisionmaking was "political" were used to conceptualize and stabilize the data as curriculum development was traced through the time period. The study findings revealed that change occurred in small ways in individual classrooms -- by policy decision and by organizational "drift." Change and financial resources were found to be related. School system resources were used for "maintenance" of the system; few resources were left for innovation. The advent of federal funding (N-DEA, Vocational Education Act of 1963) brought additional funds, which permitted the curriculum change that the Gary school system had failed to bring about with its own limited resources. An extensive bibliography is included. (Author)

ED 075 941

EA 005 169

Biskin, Donald S. And Others

Child Development in the Year Round Elementary School.

Pub Date Feb 73

Note—12p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, *Child Development, *Cognitive Development, Curriculum Development, *Elementary Schools, Humanization, Individualized Instruction, Physical Development, Psychomotor Objectives, School Calendars, Social Development, Speeches, Student Needs, Teaching Methods, *Theories, *Year Round Schools

This paper emphasizes that one of the main concerns in year-round education is the effect upon the social, emotional, physical, and psychological development of children. Alteration of the school calendar, and the curricular innovations that tend to piggy-back year-round programs, may well provide the impetus for individualizing and humanizing instructional methods and enhancing the cognitive, affective, and psychomotor development of children. (Author)

ED 075 942

95

EA 005 170

Bregar, William S.

Improvement of Elementary School Designs Through Simulation of Educational Activities. Final Report.

Wisconsin Univ., Madison.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Mar 73

Grant—OEG-5-72-0015(509)

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Data Analysis, *Elementary Schools, Facility Utilization Research, Group Structure, Human Engineering, Input Output Analysis, Models, Multiunit Schools, *Planning (Facilities), *School Design, *Simulation, Space Utilization, Traditional Schools

A method was developed for doing a computer simulation of elementary school activities for different school organizations, with traditional and multiunit schools being observed for significant factors relating to the use of space. Analysis of the collected data showed that group size varied significantly as a function of school program and activity. Design modules were then created describing activities for a school program in terms of the individualization of activities and the potential for an activity to distract other ongoing activities. Square feet per student were computed using optimal dimensions and collected observational data relevant to the actual space used during activities. A system of computer programs was designed and partially implemented that

would accept as input a school program designation, a planned enrollment, and a proposed school floorplan and would apply the appropriate model to a schedule of activities to determine the adequacy of the proposed design in terms of projected space needs. (Author)

ED 075 943

EA 005 171

Ignatovich, Frederick R.

Management of Organizational Conflict Resulting from Adoption of New Planning -- Evaluation Strategies.

Pub Date Mar 73

Note—35p.; Paper presented at American Educational RESEARCH Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, College School Cooperation, Communication Problems, *Conflict Resolution, Educational Innovation, *Educational Planning, *Educational Strategies, *Evaluation, Formative Evaluation, Interaction Process Analysis, Models, Organizational Change, *Organizational Development, Power Structure, Problem Solving, Speeches
Identifiers—Implementation Strategies, Symbolic Relationship

The growing emphasis on planning and evaluation in educational institutions has resulted in rapid implementation of various strategies. Participant-consultant observations were used to focus on the problems of the implementation. Organizational conflicts were identified, and coping strategies were developed by an external agent. Several organizational settings, local school district evaluations, administrative team planning development, and a process evaluation in a flexible modular high school provided the experience base. Common conflict areas, effective coping strategies, and implications for innovators are discussed. (Author)

ED 075 944

EA 005 172

Roberts, Julian

Research Dilemmas in Testing Models for Organizational Change.

Pub Date Feb 73

Note—16p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, Control Groups, *Educational Research, Evaluation Criteria, Literature Reviews, *Models, *Organizational Change, Organizational Development, Research Criteria, Research Design, *Research Methodology, Research Needs, *Research Problems, Speeches

Identifiers—Theory Practice Relationship

Most studies either concentrate on situational variants or relate specifically to differences in interpersonal relationships involved. Therefore, difficulties arise in setting up control groups, the timing of post-measurements, and the use of varied intervention techniques. Dilemmas are caused by focusing on projected, rather than on desired, outcomes. Additionally, attempts to derive conclusions are limited because many studies (1) fail to specify the conditions under which a relationship between variables is tested; (2) are based on information from one school or one school district, thus limiting generalizability; (3) utilize variables unique to the particular study and/or are nontheoretical, providing little framework for integrating findings from different studies; and (4) fail to allow for differentiating among behavior patterns, providing only limited alternatives and involving just one specified behavior -- the only other one being the absence of the one observed. These studies rely on the participation of involved persons rather than on objective others, and often obtain information regarding two or more variables from the same respondents. (Author)

ED 075 945

EA 005 173

Van Meter, Eddy J.

Toward the Clarification of Nonbureaucratic Paradigms for the Study of Educational Organizations.

Pub Date Feb 73

Note—14p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bureaucracy, Concept Formation, Decision Making, Educational Research, *Models, *Organization, Organizational Climate, Organizations (Groups), Public Education, *Research Methodology, Research Problems, Speeches

Identifiers—Organizational Inventory

A potential solution to a part of the philosophical and methodological problems of defining non-bureaucratic and alternative organization models is the suggestion that a clear, definitional distinction be made between nonbureaucratic models (which are developed using bureaucratic-related variables) and alternative models (which are developed using variables not attributable to a bureaucratic model.) This distinction would thus provide the possibility of developing two separate paradigms for the study of organization models that differ from the bureaucratic model. The advantage of such an approach would be greater logical clarity among concepts used under the rubric of each paradigm, a concomitant potential reduction in confusion arising from differing theoretical orientations which involve similar observational variables, and an opportunity to systematically investigate the "cash value" of each paradigm. (Author)

ED 075 946

EA 005 174

Carmichael, Dennis

Mastery Learning: Its Administrative Implications.

Pub Date Feb 73

Note—13p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, *Educational Administration, *Educational Change, *Educational Innovation, *Evaluation Criteria, Financial Support, Leadership Qualities, *Management Systems, Resource Allocations, Speeches, Student Needs, Student Participation, Teacher Attitudes, Teacher Participation

Identifiers—Assessment, Change Strategies, *Mastery Learning

This paper is based on two premises. The first is that there are five conditions of readiness which determine the success or failure of educational innovations such as that of mastery learning. These are: (1) The desire to change the status quo, (2) a systematic management process, (3) effective leadership, (4) a receptive teaching staff, and (5) financial resourcefulness. The second premise is that instructional innovations, including mastery learning, will be successfully implemented and will persist only when the teaching staff, administration, board, students, and patrons work together to (1) assess student learning needs; (2) analyze existing educational goals, objectives, and instructional programs; (3) derive new goals, objectives, and programs based on needs assessment and problem analysis; (4) implement and monitor revised programs, including instructional innovations; and (5) evaluate the outcomes of instructional innovations. The assertion is also made that the lack of or the weakening of any of these conditions will lessen the chances of successful and lasting educational innovation. (Author)

ED 075 947

EA 005 175

Giroux, Roger M.

Planning-Evaluation in a Medium-Size School District.

Pub Date Mar 73

Note—38p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Cost Effectiveness, Decision Making, Educational Administration, *Educational Planning, *Evaluation, Formative Evaluation, Goal Orientation, Management Information Systems, *Models, Performance Specifications, Program Development, *School Districts, Speeches, Student Needs, Summative Evaluation, *Systems Approach

Identifiers—School District Size

The rationale, operational framework, and implementation case study of a planning-evaluation model for a medium size school district are discussed. The system defines a management information function in the three components of planning, operations, and evaluation. The rela-

tionship among these components is presented in both diagram and narrative form. The skills needed by personnel and the objectives they are to attain are identified. A description is given of the computer-based management tools particular to each component. The purpose of the system is to provide timely and accurate information to educational managers, which allows for discrimination between alternative courses of action at any time during program development or operation. The ultimate goal of the system is to relate the benefits of a program to the costs through a well defined and specified plan of operation. (Author)

ED 075 948

EA 005 176

Garner, William T.

Inputs and Outputs in the Educational Process.

Pub Date 4 Feb 71

Note—21p.; Speech given before American Educational Research Association Annual Meeting (56th, New York, New York, February 2-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Behavioral Objectives, Cognitive Development, Economic Research, *Educational Economics, Educational Improvement, Educational Research, Educational Resources, *Input Output Analysis, *Learning Processes, Models, Predictor Variables, *Productivity, *Research Methodology, Resource Allocations, Speeches

Identifiers—Mastery Learning, Microdata, Process Education, Production Functions

The purpose of this paper is to discuss some of the problems and prospects of applying production function or input-output analysis to the process of schooling. The cognitive aspect of schooling is discussed here and is restricted to those aspects readily measured by achievement tests. It is argued that education production function studies should rely less on large-scale survey data; and that they should instead develop microdata on actual processes, especially by means of the experimental identification of production functions. Applied studies in educational production functions can address two main categories of questions: (1) those dealing with efficiency, and (2) those dealing with distribution. A companion document is EA 005 152. (Author/MLF)

ED 075 949

EA 005 177

Fisher, James E. Sealey, Ronald W.

The Analytical Pragmatic Structure of Procedural Due Process: A Framework for Inquiry in Administrative Decision Making.

Pub Date Feb 73

Note—13p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Problems, *Concept Formation, Conflict, Content Analysis, Decision Making, *Due Process, *Educational Administration, Ethics, Legal Responsibility, *Norms, Speeches

Identifiers—Concept Structure

The study describes the analytical pragmatic structure of concepts and applies this structure to the legal concept of procedural due process. This structure consists of form, purpose, content, and function. The study conclusions indicate that the structure of the concept of procedural due process, or any legal concept, is not the same as the structure of scientific or moral concepts. Parts of the structure of legal concepts change in accordance with changing social and political norms, whereas other parts remain constant. The use of procedural due process in decisionmaking does not guarantee errorless judgment, nor does it guarantee a particular procedural requisite. (Edited copy may reproduce poorly.) (Author)

ED 075 950

EA 005 179

Greenberg, David McCall, John

Analysis of the Educational Personnel System: 1. Teacher Mobility in San Diego.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Rand-R-1071-HEW

Pub Date Jan 73

Contract—OEC-0-71-2533(099)

Note—87p.

Available from—Publications Department, the Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (Order No. 1071-HEW, \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Research, *Educational Planning, Educational Research, *Faculty Mobility, Labor Market, Low Income Groups, Models, Multiple Regression Analysis, *Personnel Data, *Professional Personnel, Public Schools, School Statistics, Socioeconomic Status, *Statistical Analysis, Tables (Data), Teacher Characteristics, Teacher Distribution, Teacher Transfer

Identifiers—Markov Analysis, San Diego

An economic framework that melds the theories of human capital and internal labor markets in a probabilistic matrix has been developed to analyze teacher mobility. This framework is general and could be applied to other labor markets possessing similar institutional structures, such as those in the Civil Service sector. Several important implications of the framework were confirmed when tested by regression analysis and Markovian analysis with data for the San Diego school system. Four of these implications are: (1) Internal mobility of teachers is based on nonpecuniary differences between assignments (e.g., teachers in San Diego tend to move from schools where student socioeconomic status (SES) is relatively low to schools where SES is relatively high); (2) newly hired teachers tend to be placed in the lower SES schools; (3) teachers with the most experience are least likely to move between assignments; and, (4) higher SES schools have faculties with relatively greater experience and educational attainment than do lower SES schools, largely as a consequence of the three mobility patterns noted above. (Author)

ED 075 951

EA 005 180

Olsen, Edgar O.

A Method for Predicting the Effects of Different Forms of Outside Aid on Local Educational Expenditure.

Rand Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—Rand-R-807-FF

Pub Date Dec 72

Note—54p.

Available from—Publications Department, Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (Order No. R-807-FF, \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, Educational Economics, Educational Finance, Educational Planning, *Federal Aid, Grants, *Models, Policy Formation, *Prediction, Resource Allocations, *School District Spending, *State Aid, Statistical Analysis

Identifiers—Alternative Aid Programs, Federal State School District Relationship

State and Federal Governments can provide aid to local school districts in many different forms, which, in general, will have different effects on school district spending. Policymakers, therefore, need to know what the impacts of alternative aid programs will be in order to best achieve their objectives. This report presents a method, based on a simple empirical model, for predicting the effect of outside aid on the educational expenditures of school districts. Unlike earlier studies, this method attempts to estimate the preference function that undergirds school district behavior, making it possible to predict impacts of all types of aid, inclusive of those not used in the past. (Author)

ED 075 952

EA 005 181

Haggart, Sue A. Rapp, Marjorie L.

Increasing the Effectiveness of Educational Demonstration Programs. A Report.

Rand Corp., Santa Monica, Calif.

Spons Agency—San Jose Unified School District, Calif.

Report No.—Rand-R-1120-SJS

Pub Date Dec 72

Note—45p.

Available from—Publications Department, Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (Order No. R-1120-SJS, \$3.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Cost Effectiveness, Data Analysis, Data Collection, *Demonstration Programs, Educational

Change, Educational Planning, Estimated Costs, *Evaluation Methods, Information Dissemination, Management Systems, Program Costs, Program Descriptions, *Program Effectiveness, Resource Allocations, State Departments of Education

Identifiers—*Idiographic Analysis

This report delineates the data and the analytical procedures necessary for comparing educational demonstration programs. Used as a means of encouraging the introduction of new practices into the educational process, demonstration programs and their effectiveness depend, in part, on the quality of the data about the program and its availability to the planner. Data on demonstration programs are available within the demonstration districts, or in reports submitted by districts to State departments of education, or in reports submitted by the State departments of education on their own analyses of the programs. Data from all these sources should be consolidated into a single State evaluation report organized to facilitate analysis. The authors present a methodology for estimating program costs and determining program outcomes in a consistent and comparable manner. The use of cost effectiveness analysis in comparing costs and outcomes for alternative programs is discussed. (Author)

ED 075 953 EA 005 183

Mullen, David J., Ed.

The Middle School. A Monograph.

Georgia Association of Elementary School Principals, Athens.; Georgia Univ., Athens. Bureau of Educational Studies and Field Services.

Pub Date 72

Note—92p.

Available from—David J. Mullen, College of Education, University of Georgia, Athens, Georgia 30601 (\$2.00, make checks payable to Georgia Association of Elementary School Principals)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Guides, Adolescents, Bibliographies, Curriculum Development, *Educational Environment, *Educational Needs, Grade Organization, Human Development, Intellectual Development, Literature Reviews, *Middle Schools, *Planning (Facilities), *Program Development, Self Concept

Identifiers—Monographs, Transcendents

The purpose of this monograph is to give Georgia elementary school principals and other interested educators the background and understanding about "Middle School Programs" to assist them in acting as constructive forces in the evolution of such programs. The lead article by Mary F. Compton gives some of the major philosophical and psychological foundations on which middle school programs are theoretically developed and outlines many reasons why a restructuring of our schools in the middle grades should be considered. Donald R. Nesbitt traces the development of middle schools and gives the available evidence indicating what has actually been accomplished through the establishment of middle school programs. David J. Mullen suggests some ways to explicate the educational promise inherent in any such new movement. O. Paul Roaden gives some practical alternatives to consider when new middle school buildings are to be constructed. In the final article, C. W. McGuffey explores the relationships of the emerging middle school program to facilities needs and discusses several potentially useful guidelines for planning a middle school plant. (Author/MLF)

ED 075 954 EA 005 192

Dzinan, Charles D. And Others

A Factor Analytic Investigation of the Task of Public Education.

Pub Date Feb 73

Note—32p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, Factor Analysis, *Item Analysis, Item Sampling, Opinions, *Psychometrics, *Public Education, *Questionnaires, Statistical Studies, Task Analysis

Identifiers—*Concept Structures, Image Analysis, Task of Public Education Opinionnaire, TPE

This study was designed to assess the conceptual structure of the Task of Public Education Opinionnaire (TPE). Since the development of

the instrument, several psychometric techniques have been formulated. Two of those methods, image component and alpha factor analysis, were applied to the items of the TPE after the correlation matrices were subjected to tests for psychometric adequacy. The results subsequent to orthogonal and oblique transformation identified three strong dimensions: (1) productive, (2) intellectual, and (3) personal-social. It was recommended that additional items be added to the TPE and that some of the personal and social variables be combined. The conceptual structure of the instrument, however, was verified by the analysis. (Author)

ED 075 955 95 EA 005 195

Tyack, David B.

From Village School to Urban System: A Political and Social History. Final Report.

Stanford Univ., Calif. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0809

Pub Date 1 Sep 72

Grant—OEG-0-71-0587

Note—260p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Organization, Bibliographies, Bureaucracy, Case Studies, Centralization, *Community Control, Discriminatory Attitudes (Social), *Education, Educational Change, Educational History, Governance, Groups, Organization, *Organizational Change, *Politics, Rural Schools, Social Influences, *Urban Education

Identifiers—*Common Schools, Pluralism

This book is an interpretive history of the organizational revolution that took place in American schooling during the 19th century, its politics and ideology. It attempts to assess how the schools shaped, and were shaped by, the transformation of the United States into an urban-industrial nation. It looks at the shift from village school to urban system using a variety of social perspectives and modes of analysis. "Community control" in the rural and village school (a pattern of governance followed by many of the early city schools) is analyzed first. Then, the development of ideological and organizational consensus in the search for an urban educational order is traced—a process frequently complicated by heterogeneous values among the urban populations and diffusion of power in school governance. Next, the author deals with the centralization of education (1890-1920); and reformist emphasis on expertise, efficiency, and the disinterested public service of elites. Case studies of four cities offer variations on the central theme and analyze the opposition to centralization. Finally, some of the major changes (1890-1940), the appearance of more complex educational structures and new specializations, and the development of a "technology of discrimination" are described. The author stresses that it is the persistence of historical myths and problems that today stands in the way of realistic reform of urban education. An extensive bibliography is included. (Author/WM)

ED 075 956 EA 005 199

Dempsey, Richard A.

Negotiations: The Road Ahead.

Pub Date 5 Feb 73

Note—5p.; Paper presented at National Association of Secondary School Principals Annual Convention (57th, Dallas, Texas, February 2-7, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Attitudes, Board Administrator Relationship, Collective Bargaining, *Collective Negotiation, *Prediction, Principals, *Professional Associations, Secondary Schools, Speeches, Teacher Administrator Relationship, Teacher Associations, Teacher Militancy

Identifiers—NASSP, National Association Secondary School Principals

The debate continues as to whether the principal should be more closely allied with management or with teachers in the negotiations arena. Ultimately, however, most principals will gravitate toward the management corner; principals of large school districts will form independent bargaining units; principals in smaller districts will be more inclined to join with the superintendent on a management team; and depart-

ment heads and supervisors of special areas will become more middle-management oriented, joining with principals in the local bargaining unit. (Author/WM)

ED 075 957 88 EA 005 206

Hartig, William R.

RAMA -- Recursive Attendance Monitoring and Analysis.

Trenton Public Schools, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, *Attendance, *Attendance Records, Class Attendance, Computer Oriented Programs, *Computer Programs, Computers, Computer Science, Data Bases, Data Collection, *Data Processing, Information Retrieval, *Information Systems, Speeches, Student Records

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Pupil Accounting, RAMA, *Recursive Attendance Monitoring and Analysis

A major problem identified in the current, manually kept high school attendance system is the inability to handle the large volume of daily information. This ineffectual data management is reflected by the high absentee and tardy rates. Additionally, this failure to produce current and timely reports hinders class cut reporting. This is evidenced in both class attendance rates and discipline office referrals. The attached documentation delineates a method to improve attendance reporting efficacy by utilizing a computer based information system to handle the routine data manipulation. The study reported on herein was funded under ESEA Title III. (Author)

ED 075 958 EA 005 207

Foster, Betty J.

Statistics of Public Elementary and Secondary Day Schools, Fall 1971: Pupils, Instructional and Noninstructional Staff, Instruction Rooms, Schools, and Expenditures.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—DHEW-Pub-OE-73-11402

Pub Date 71

Note—53p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classrooms, Elementary Schools, Expenditure Per Student, *Expenditures, High School Graduates, National Surveys, *Public Schools, Questionnaires, School Districts, *School Statistics, Secondary Schools, *Student Enrollment, Student Teacher Ratio, Tables (Data), Teacher Certificates, *Teachers, Teacher Salaries, Urban Areas

This 18th annual national survey of public elementary and secondary school statistics presents data as of fall 1971 for each State, the District of Columbia, outlying areas, and for 20 of the largest cities. Summaries of trends are presented with the compendium of tables which constitutes the main body of the report. The survey provides current data on local school districts, enrollment by grade, high school graduates, staff, instruction rooms, buildings, schools, estimated expenditures, and average salaries of the staff. Data were furnished by State education agencies on three report forms, samples of which are appended. (Author)

ED 075 959 EA 005 266

Ilsen, C. A.

Prospects and Problems of the Year-Round School in Contemporary American Education: A Sociological Examination.

Pub Date Feb 73

Note—17p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board Administrator Relationship, Church Role, Conflict, Conflict Resolution, *Educational Sociology, Family School Relationship, Parent School Relationship, *Power

Structure, School Calendars, *School Community Relationship, Social Factors, Socialization, *Social Problems, Speeches, *Year Round Schools

Identifiers—Interest Clusters

A number of school divisions have entered year-round education without fully realizing the effects of such a program on the family and the community. Family vacations, child care, and routine living are disrupted by year-round educational programs. Community recreational facilities, church activities, public service programs, police work, and private foundations are required to alter their traditional patterns of operation. The author attempts to underline the complexity of appraising the impact of year-round schools on community life without carefully collected research data, while considering briefly the possible effects of year-round school on family, religion, and delinquency rates. However, he hypothesizes that the community will be affected by a change to a year-round school calendar insofar as such a change requires an adjustment in the precarious routinization of community interest clusters competing for authority and influence on matters related to the child's socialization process. (Author)

EC

ED 075 960

EC 051 700

Neenan, William B.

Benefit-Cost Analysis and the Evaluation of Mental Retardation Programs.

Urban Inst., Washington, D.C.

Pub Date Mar 73

Note—34p.; Working Paper: 705-93

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, *Exceptional Child Education, Expenditure Per Student, *Mentally Handicapped, Program Budgeting, *Program Evaluation, Vocational Rehabilitation

The paper describes benefit-cost analysis, reviews how benefit-cost analysis has been used to evaluate human investment as applied to mental retardation programs, and critiques the benefit-cost technique. The first part focuses on problems associated with the definition and measurement of benefits and costs, the rationale of discounting and the choice of a discount rate, suboptimization, and the question of the distributional impact of programs. In the second part the paucity of benefit-cost evaluations of mental retardation, vocational rehabilitation programs in underlined by reference to some program evaluations which are not benefit-cost studies as well as to the few efforts which do fall within this framework. The concluding section evaluates some of the recent criticisms against benefit-cost analysis. (Author/DB)

ED 075 961

EC 051 744

Caster, Jerry A.

Corrective Teaching: A Guide for Teachers of the Handicapped.

Iowa State Dept. of Public Instruction, Des Moines; Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Pub Date Apr 73

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Diagnostic Teaching, Educational Psychology, Evaluation, *Exceptional Child Education, *Guidelines, Handicapped Children, *Inservice Education, *Instructional Materials

The guide for teachers of handicapped children offers a system of corrective teaching to bring children not being effectively taught up to the level of the normal programming range. It is recommended that the following basic principles of instruction be applied to maximize pupil progress: readiness, motivation, active learner participation, exercise, distributed practice, stressing accuracy, sequencing of content, minimal change of learning situation, immediate knowledge of results, reinforcement of successful performance, overlearning of content, movement from concrete to abstract, and using learner strengths. Steps seen to be necessary for building a corrective teaching program are the isolation of the problem, the identification of the performance necessary for re-entry into normal programming, the analysis of the task, the writing of

instructional objectives, and the designing of the procedure. Examples of teaching procedures and samples of record keeping forms are given. Alternatives of the implementation phase by the teacher alone, by the teacher using the services of others, or by others with the teacher monitoring the program are considered. Evaluation is recommended both during the teaching procedure and ultimately in the group setting to which the pupil is returned. Inservice materials accompanying the guide have as their purpose the active participation of the teacher. (DB)

ED 075 962

EC 051 745

Pollack, Donald

Consultation in a Public School for the Severely Retarded.

Pub Date [72]

Note—14p.

Available from—Donald Pollack, Department of Psychology, California State University, San Diego, California 92115

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consultants, *Consultation Programs, Crisis Therapy, *Exceptional Child Education, Instructional Staff, *Intervention, Mentally Handicapped, Program Descriptions, *Trainable Mentally Handicapped

Consultation to the staff of a trainable mentally retarded (TMR) public school over a 2 year period is described in terms of the multiple roles the consultant must play. Emphasis is placed on the consultant's active role in facilitating the staff, especially with regard to trying new behaviors. The consultant is seen to reach the children indirectly through the staff. Crisis theory and intervention are considered to be integral parts of the consultant's task. (Author/DB)

ED 075 963

EC 051 746

Greenberg, Barbara, Comp.

Bibliography of Resources in Jewish Special Education.

Pub Date 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Ethnic Groups, *Exceptional Child Education, *Handicapped Children, *Jews, *Religious Education

The annotated bibliography of resources in Jewish special education includes references to 15 periodicals or pamphlets, a curriculum kit and a teacher manual for a course on the Sabbath, and three slide presentations, as well as three organizations and 10 individuals willing to provide further assistance or information. The periodicals and pamphlets, published between 1965 and 1972, concern such topics as available Jewish education for learning disabled children, a summer camp program for adolescents, and the obligations of religious bodies to provide religious education for their handicapped members. (GW)

ED 075 964

EC 051 748

Basic Life Functions Instructional Program Model.

Field Copy.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

Pub Date 73

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, Educational Objectives, *Educational Programs, *Exceptional Child Education, Mentally Handicapped, Models, *Program Design, Skill Analysis, *Trainable Mentally Handicapped

Identifiers—*Daily Living Skills

Presented is a model, designed by the Wisconsin Department of Public Instruction, for development of an instructional program in basic living skills for trainable mentally retarded children (2- to 20-years-old). The model identifies the following instructional goals: to communicate ideas, to understand one's self and interact with others, to travel, to function in one's physical environment, to keep healthy, to live safely, to contribute to one's financial maintenance, to assist in homemaking, to appreciate material values, to make use of leisure time, to appreciate and create beauty, and to be a reliable citizen. Described are three dimensions of instructional programming: selection of knowledge and skills to be taught; sequencing curriculum according to chronological age, mental age, maturity, prerequisite skills, needs, and societal demands; and organization of a format for integrating the

content, resources, and processes of instruction. It is recommended that instructional goals be stated on a variety of increasingly specific levels: instructional goal (learn to keep healthy), content area (develop dressing skills), curriculum item (buttons), and developmental level. The model proposes that the curriculum guide provide a skills description (grasp buttonhole with one hand, push button into buttonhole, pull button through buttonhole); a list of prerequisite skills, and a list of activities and resources to assist teachers with each curriculum item. Curriculum guide is also intended to include functional assessment instruments to aid the teacher in programming and in recordkeeping. (GW)

ED 075 965

EC 051 749

Possible Content Areas for Implementation of the Basic Life Functions Instructional Program Model.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

Pub Date Mar 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Activities, Course Objectives, *Curriculum Guides, Educational Programs, *Exceptional Child Education, Mentally Handicapped, *Skill Analysis, *Trainable Mentally Handicapped

Identifiers—*Daily Living Skills

Identified are curricular items intended to develop skills pertinent to the 12 broad instructional objectives of the Basic Life Functions Instructional Program Model, a program for trainable mentally retarded children. The 12 instructional objectives are: communicating ideas, self-understanding, interacting with others, traveling, adapting to and functioning in the physical environment, maintaining health, living safely, contributing to one's financial maintenance, homemaking, appreciating material values, enjoying leisure time, appreciating beauty, and being a reliable citizen. Skills listed under the objectives include auditory and visual perceptual skills, understanding community organization, riding a city bus, knowledge of physical geographical characteristics, appropriate eating habits, using currency, laundry and ironing skills, and craft skills. Curricular items (approximately four to 15 are noted for each skill) specify instructional activities such as matching objects, pictures, and symbols; moving body parts on verbal command; locating numbers in the telephone book; participating in competitive games; knowing how to use a bus schedule; naming days of the week; recognizing the need for medical and dental care; depositing money in the bank; frying an egg; playing relay games; singing; and obeying traffic laws. (For a related document, see EC 051 748). (GW)

ED 075 966

EC 051 750

Graf, Mercedes Robbins, Pearl

A Task Force Approach to Serving Profoundly Retarded Children and Their Parents.

Pub Date 17 Apr 73

Note—15p.; Paper presented at National Association of School Psychologists (New York, April 17, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Custodial Mentally Handicapped, *Exceptional Child Services, Guidelines, Interdisciplinary Approach, Mentally Handicapped, *Parent Attitudes, *Parent Counseling, Parents, *Psychological Services, Psychologists

A task force approach to care of profoundly retarded children includes parent counseling services. Counseling is usually limited to initial interviews in which the psychologists must explain the diagnosis, teach parents to accept the child's maturity age as the best gauge of his ability, and make parents aware that their child will require constant care. As counseling is so limited, the psychologist must plan for the child in terms of initial family attitudes, whether these include belligerence, denial, depression, guilt, apathy, or rejection. Psychologists should deal with these attitudes by allowing parents to vent hostility, by discussing state services that can alleviate the burden of total care, by informing parents of various causes of profound retardation, by convincing overprotecting parents that their child can be trained to achieve some degree of independence, by showing rejecting parents how to include the child in family matters, and by assisting parents to accept their child's intellectual status. Clin-

cians must be alert to factors (such as cultural or experiential deprivation, autism, or undetected hearing loss) which may cause an appearance of profound retardation. Difficulties in working with children suspected of profound retardation, including hyperactivity, withdrawal, lack of speech, or belligerence, can often be overcome by allowing the child to play and interrelate freely with his parents until he feels comfortable in the diagnostic setting. (GW)

ED 075 967 EC 051 772

Sanders, Jean E.

Preparing Educators in an In-Service Program in Learning Disabilities.

Merrimack Education Center, Chelmsford, Mass. Pub Date 15 Mar 73

Note—36p.; A field study report presented at A.C.L.D. Convention (March 15, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *In-service Teacher Education, *Learning Disabilities, *Models, Program Development, *Teacher Qualifications

Presented is a model for the design of inservice programs for teachers of children with learning disabilities. Experiences at the Merrimack Education Center (Massachusetts) are said to suggest that program development be preceded by assessment of local needs, and agreement on educational goals and teacher roles. The model recommends that inservice teacher education programs be responsive to the following three interacting dimensions: organizational structure, including personnel and role assignments; decision-making competencies expected of the teachers; and the cognitive affective, and psychomotor behaviors evidenced by teachers. Data related to these three dimensions are said to be determined by systematically delineating the competencies required for teaching normal youngsters; determining the special competencies needed to cope with any child who has special problems related to school learning and performance; and defining the special competencies which must be mastered because of the unique characteristics of different handicapping conditions. Various teacher competencies required by special educators are summarized, including, competence in psychoeducational aspects of special education (diagnostic and recording skills), competence in planning, developing, utilizing and evaluating a variety of effective teaching/learning activities and situations; and competence in assisting students to understand and accept their abilities and limitations. (GW)

ED 075 968 EC 051 773

Reynolds, Horace N. Rosen, Richard F.

The Effectiveness of Textbook, Individualized, and Pictorial Instructional Formats for Hearing Impaired College Students.

Gallaudet Coll., Washington, D.C.

Pub Date Feb 73

Note—32p.; A paper presented at the annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, College Students, Effective Teaching, *Evaluation, *Exceptional Child Research, *Hard of Hearing, *Instructional Materials, *Visual Learning

Evaluated were three printed instructional formats (narrative textbook, individualized materials, and pictorial display) used with 146 hearing impaired college students in two experiments. Ss in both experiments were divided into three groups, each group receiving one of the three formats. Ss were given a pretest of information comprehension and retention followed by a session of reading and studying and instructional packages. A posttest was administered on the following day to Ss in the first experiment and after a delay of 13 days to Ss in the second experiment. The post-test scores were significantly higher for the pictorial format group than for the textbook group, with the individualized format scores falling at an intermediate level in both experiments. (Author/DB)

ED 075 969 EC 051 774

Fox, Lynn H. Stanley, Julian C.

Educational Facilitation for Mathematically and Scientifically Precocious Youth.

Pub Date 28 Dec 72

Note—24p.; A paper presented at the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acceleration, Enrichment, *Exceptional Child Education, Gifted, *High Achievers, Junior High School Students, *Mathematics, *Program Descriptions

A program to facilitate instruction for mathematically and scientifically gifted junior high students was described. Compared were nine educational alternatives for the gifted such as homogeneous grouping and early admission to college in terms of educational goals such as allowing for individual differences. Thirty-five scorers in a science fair competition were evaluated individually and detailed analyses of seven of the students' test scores and backgrounds were given. It was recommended that the students take college courses, or enter college early. It was reported that family background of the students usually involved bright parents though not all parents were college educated or in professional occupations. No obvious differences in college class participation between college students and the junior high students were found, and no grade of less than B was reportedly received by a student taking a college course. Mathematical knowledge appeared to derive from independent study or from working math puzzles. Briefly noted was a Saturday class in algebra, geometry, and trigonometry for a group of 22 mathematically gifted sixth graders. To stimulate the highly talented, schools were encouraged to identify advanced students, provide additional testing and counseling, and allow flexible scheduling and program planning. (DB)

ED 075 970 EC 051 775

Powell, Evan R. Dennis, Virginia Collier

Non-Verbal Communication in Retarded Pupils.

Pub Date Feb 73

Note—9p.; A paper presented at the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, *Interpersonal Relationship, Mentally Handicapped, Nonverbal Communication, *Racial Factors, *Spatial Relationship, Student Teacher Relationship, *Trainable Mentally Handicapped

Thirty educable mentally retarded (EMR) and 20 trainable mentally retarded (TMR) black or white pupils were observed interacting with classmates and 25 teachers in a retardation center. Multi-modal communicative behavior was noted, with focus on interpersonal spatial distance as one index of relationship and affect between interacting partners. Empirical data collected on 1,400 dyads with the use of the Dennis Infracommunication Analysis Device showed that EMR pupils and TMR pupils communicate with their classmates at the same mean distance. In across race pupil/pupil dyads, the white pupils set the distance. White pupils also maintained closer distance with each other than did black pupils. TMR pupils interacted with their teachers at closer range than with other TMR pupils, though EMR pupils interacted at more intimate distances with other EMR pupils than with their teachers. Other factors bearing on non-verbal communication appeared to be angle of orientation, gaze, kinesics, and kinesthetics. (Author/DB)

ED 075 971 EC 051 776

Keating, Daniel P. Stanley, Julian C.

Discovering Quantitative Precocity.

Pub Date [73]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Gifted, *Identification, Junior High School Students, *Mathematics, Standardized Tests, Testing, *Test Interpretation

Differentiation among gifted junior high students who score at the 98th or 99th percentile on in-grade achievement tests of quantitative abilities can be accomplished by administering a test normally given to older students such as the College Entrance Examination Board's Scholastic Aptitude Test-Mathematical (SAT-M). SAT-M scores of 396 7th, 8th, and accelerated 9th grade students show a wide range of abilities among students scoring at the ceiling of in-grade tests. The rationale for discrimination among gifted students should be individualized educational

planning which may include college courses and early college admission for the gifted junior high student who also scores high on the SAT-M. Because younger students may have to make greater use of reasoning abilities to solve problems to which older students apply learned formulas, this reasoning ability can be predictive of success in advanced courses of new material. Gifted junior high students have been placed in college courses with unbroken success. (See EC 051 774 for a related document). (DB)

ED 075 972 EC 051 777

Smith, J. Leon Greenberg, Sandra

The Educable Mentally Retarded Child: Current Issues and Teacher Attitudes.

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—H-630041A

Pub Date 73

Note—24p.; A paper presented at American Educational Research Association (February 27 - March 1, 1973, New Orleans, Louisiana)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Behavior Patterns, Classification, *Educable Mentally Handicapped, *Exceptional Child Education, Identification, Mentally Handicapped, Questionnaires, *Socioeconomic Status, *Teacher Attitudes

The study of teacher attitudes investigated the issues of identification and labeling of children as mentally retarded in relation to social class and out of school adaptation. Nine student profiles giving identical school performance and testing information but differing in information on social class and behavior outside school were the bases of the questionnaire administered to approximately 200 geographically scattered teachers. Non-deviant behaviors (both competent and incompetent) were considered adaptive at the upper-middle class level while only competent behaviors (both deviant and nondeviant) were considered adaptive at the lower class levels. The perceived appropriateness of the mental retardation label appeared to be a function of social class with the student of low social class more likely to be labeled retarded. Teacher decisions concerning the appropriateness of the mental retardation label were not integrated with decisions regarding adaptiveness. (DB)

ED 075 973 EC 051 778

Instructional Materials Thesaurus for Special Education.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 73

Note—48p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Exceptional Child Education, Glossaries, *Handicapped Children, *Information Systems, Information Utilization, *Instructional Materials Centers, *Thesauri

The thesaurus is intended to clarify and standardize terminology used to index instructional materials for exceptional children within the Special Education Instructional Materials Centers/Regional Media Centers Network. Although most of the approximately 1100 terms are descriptors selected from the thesaurus of the Educational Resources Information Center (ERIC), non-ERIC descriptors are also included. The thesaurus is presented in three formats: alphabetically (with scope notes and cross references), in rotated index (with key words of single and multi-word descriptors as headings and all descriptors filed under each of their component words), and by category (25 major groupings of similar terms). Proper nouns are not included in the thesaurus. Examples of terms in the thesaurus are anthologies, bulletin boards, clinical diagnosis, divergent thinking, songs, state schools, tactile adaptation and teaching machines. (DB)

ED 075 974 EC 051 803

Risto, Kaariainen

Differences in Ability Factor Profiles between Mongoloid and Nonmongoloid Retarded Sub-

jects in Discriminant Analysis and After Covariance Adjustments.

Pub Date Nov 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, *Intelligence Differences, Mentally Handicapped, *Mongolism, *Psychomotor Skills, *Visual Perception

Investigated were psychological differences between 24 mongoloid and 56 nonmongoloid retarded Ss (mean age 17 years) by means of analyses of covariance and a discriminant analysis. After the covariance adjustments, only the psychomotor factor differed significantly between mongoloid and nonmongoloid groups. The visual perception factor was the only mongoloid ability with a higher mean value than the same ability in nonmongoloids. (DB)

ED 075 975

EC 051 804

One More Way: Project in Early Childhood/Special Education.

Kansas State Univ., Wichita.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date [71]

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Auditory Perception, Body Image, *Class Activities, Diagnostic Teaching, *Exceptional Child Education, Lateral Dominance, *Learning Disabilities, Motor Development, *Perceptual Development, *Primary Grades, Visual Perception

Intended for teachers, the book describes the problem of having learning disabled children in the regular primary grade classroom, offers diagnostic guidelines, and suggests activities to strengthen visual skills, auditory skills, motor skills, body image, and laterality and directionality. The learning problem is seen to consist of three sets of variables: environmental variables (physical setting, other children, etc.), instructional variables (teacher, materials, etc.) and variables within the child (personality, attitudes). Diagnostic guidelines suggested include pinpointing the problem by observation, formulating a profile of learning strengths and weaknesses, and selecting and implementing a program based on the child's predominant learning style. Each skill is defined, behaviors possibly indicating a deficit are listed, and sample diagnostic items are given. The Major portion of the book consists of suggested activities such as sorting objects by type (visual recognition and discrimination), tracing one of several overlapping figures (visual figure-ground), finding an object by sound (auditory localization), identifying sounds (auditory recognition and discrimination), walking on stepping stones (perceptual-motor coordination), making a life-sized body tracing (body image), and hitting a punching bag with either left or right hands (laterality and directionality). Also included are recommendations for teaching the hyperkinetic child. (DB)

ED 075 976

EC 051 805

Curriculum Guide Functional Level B Exceptional Child Program.

Pinellas County District School Board, Clearwater, Fla.

Pub Date Jan 73

Note—348p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Art, Childhood, *Class Activities, *Curriculum Guides, *Exceptional Child Education, Health Education, Language Arts, Mathematics, *Mentally Handicapped, Music, Physical Education, Safety Education, Sciences, *Skill Analysis, Social Studies

Sequenced instructional objectives (number indicated in parentheses) in the following subjects are listed for students having a chronological age of 8 to 10 years and a mental age of 4 to 8 years: language arts (77), mathematics (70), social studies (89), science (60), health (38), safety (26), physical education (28), art (36), and music (23). The objectives are identified for specific areas (such as reading and speaking skills) of each instructional unit (such as language arts). Teaching strategies such as the following are suggested for each instructional objective: having students sort pictures to find ones that fit certain sentences (auditory skills), having students trace over shaded work (writing skills), having students

bundle sticks into groups of 10 each (numeration), setting up a classroom store (money), having students name people, events, or things in the environment which cause them to respond emotionally (self-knowledge), having students demonstrate their abilities to use the sense of taste to gather information about the environment (investigating the senses), having students demonstrate their abilities to wash dishes (sanitation), having students tell the danger of plastic bags (safety at home), having students leap short distances in a coordinated fashion (physical education), having students produce by form and construction a recognizable object (art), and having students describe the emotional moods of assorted musical pieces (music attitudes). Materials corresponding to each teaching strategy are indicated. (For related document, see EC 051 458). (GW)

ED 075 977

EC 051 807

The MUST Project. Final Report.

Atlanta Public Schools, Ga.

Spons Agency—Office of Education (DHEW), Washington, D. C. Media Services and Captioned Films Branch.

Pub Date [72]

Note—201p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Diagnostic Tests, *Educable Mentally Handicapped, Educational Programs, Elementary School Students, *Exceptional Child Education, *Individualized Instruction, *Instructional Media, Mentally Handicapped, Program Descriptions, *Teaching Methods

Described are planning and operational phases of the Media Utilization Services for Teachers (MUST) Project, an effort to utilize media to individualize and improve instruction for educable mentally retarded (EMR) elementary school students. Aspects of the planning period (1969-70) treated include staffing and orientation procedures, limitation of project scope to the EMR population, and development of a diagnostic test battery, an instructional system development plan, and a prescriptive activity sheet. The first operational year (1970-71) is evaluated in terms of means used to identify the target population; the plan of operation; the attainment of goals concerning the establishment of resource rooms, identification and development of media, and staff training; and the success of the instructional system development plan. Data on the final project year (1971-72) includes a description of participating schools, a summary of data analyses of children's performances, a profile of one pupil participant, and a summary of the year's activities concerned with the development, implementation, and evaluation of the individualized instruction plan. Appendixes, which comprise the major portion of the document, provide information on qualifications and duties of team members, workshop proceedings, equipment expenditures, an equipment proficiency checklist, production center evaluation, equipment inventory, and data analyses. (GW)

ED 075 978

EC 051 956

A Summary of Major State Legislation Passed in 1972 Relating to the Education of Handicapped Children.

Education Commission of the States, Denver, Colo. Handicapped Children's Education Project.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 73

Grant—OEG-0-72-0242(607)

Note—37p.; A report of the Education Commission of the States, Report No. 35 *Exceptional Child Education; *Handicapped Children; *State Legislation

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Handicapped Children, *State Legislation

Identifiers—1972

Summarized are approximately 120 bills passed by state legislatures in 1972 pertaining to the education of handicapped children. The summaries are intended to provide general information concerning recent legislation by states and territories. Summaries usually include bill number and a resume of the bill's provisions. Examples of bills include the requirement that local boards of education provide 12 years of special services (Alabama), permission for parents of a handicapped child to be represented in the admission

committee (California), the amendment of compulsory school attendance laws (New Mexico), and the establishment of licensing procedures for facilities treating the mentally retarded and mentally ill (Rhode Island). A source of more specific information is given. (DB)

ED 075 979

EC 051 957

A Summary of Issues and State Legislation Related to the Education of Handicapped Children in 1972.

Education Commission of the States, Denver, Colo. Handicapped Children's Education Project.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 73

Grant—OEG-72-0242(607)

Note—80p.; A report of the Education Commission of the States, Report No. 36

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Problems, *Educational Trends, *Exceptional Child Education, *Handicapped Children, *State Legislation

Identified and summarized are major issues relating to education of the handicapped, and provided is an overview of state legislation developed to solve administrative problems of special education. Major issues considered are rights to an education, mandatory legislation for the handicapped, statewide planning and advisory councils, finance and funding patterns, continuing education for the handicapped, and manpower. Following the discussion of each issue is a listing of state legislation introduced and passed in 1972, and legislation introduced but not enacted in 1972. The full texts of 1972 bills are usually given. A source of more detailed information regarding recent legislation is also given. (DB)

EM

ED 075 980

EM 010 743

Berger, Arthur Asa

Pop Culture.

Pub Date 73

Note—192p.

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$3.50)

Document Not Available from EDRS.

Descriptors—*American Culture, Analytical Criticism, Anthropology, College Instruction, *Communication (Thought Transfer), *Cultural Awareness, Cultural Factors, *Cultural Images, Culture, Literary Analysis, Secondary Education, Social Influences, Social Studies, Social Values, Symbolism, Symbols (Literary), Textbooks

Identifiers—Pop Culture

Popular culture in America is comprehensively reviewed in this book. The book is designed for either high school or college level social studies or English courses and includes a variety of graphic illustrations that provide a thread of continuity throughout. Basically the author has developed a method of analysis that reveals how popular culture can be effectively studied. The tools of criticism, such as historical perspective, comparative analysis, psychoanalytic investigation, myth-symbol-ritual significance, and content analysis are used to investigate the meaning of football enthusiasm, baseball boredom, and hamburger. Attention is divided among the topics of amusement and entertainment, media, common objects and everyday activities, and styles, symbols, and social phenomena. Of particular use to the instructor is the large working appendix which the author has provided as a rough guide for discussing popular culture in the classroom. (MC)

ED 075 981

EM 010 765

Sadoul, Georges

Dictionary of Films. Translated, Edited, and Updated by Peter Morris.

Pub Date 23 Nov 73

Note—297p.

Available from—University of California Press, 2223 Fulton Street, Berkeley, California 94720 (\$5.95)

Document Not Available from EDRS.

Descriptors—Acting, Dictionaries, Documentaries, *Films, *Film Study, Foreign Language Films, Indexes (Locators), *Modern History

In an attempt to give a panorama of world cinema since its origins, this dictionary contains entries for about 1200 films from all over the world. A brief description of the plot of the film, the personnel involved in the production, and often some short, critical comments are included for each film. This dictionary is a companion volume to a dictionary of filmmakers (EM 010 766). (RH)

ED 075 982 EM 010 766

Sadoul, Georges
Dictionary of Film Makers. Translated, Edited, and Updated by Peter Morris.
Pub Date 23 Nov 72
Note—443p.

Available from—University of California Press, 2223 Fulton Street, Berkeley, California 94720 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Biographical Inventories, Creativity, *Film Production, *Films, Film Study, Mass Media, *Modern History, *Reference Books

Short critical biographies of over 1,000 organizers, directors, artists, and industrialists who have contributed something to the artistic industry of the cinema are presented in this reference guide. For a companion volume see (EM 010 765). (Author/RH)

ED 075 983 EM 010 768

Gonzalez, Richard F. McMillan, Claude, Jr.
Machine Computation; An Algorithmic Approach.
Pub Date 71

Note—280p.
Available from—Richard D. Irwin, Inc., Homewood, Illinois 60430 (\$13.25)

Document Not Available from EDRS.

Descriptors—Algorithms, Computer Oriented Programs, *Computer Science, *Computer Science Education, Cybernetics, *Programming, Programming Languages, *Social Sciences, Textbooks, *Undergraduate Study

Identifiers—BASIC, *FORTRAN

Designed for undergraduate social science students, this textbook concentrates on using the computer in a straightforward way to manipulate numbers and variables in order to solve problems. The text is problem oriented and assumes that the student has had little prior experience with either a computer or programming languages. An introduction to FORTRAN is presented early in the book. Chapter headings include: descriptive statistics; file processing; mathematics and computation; approximation; and simulation. In addition, BASIC is described in the appendix. (MC)

ED 075 984 EM 010 831

Broudy, Harry S.
The Real World of the Public Schools.
Pub Date 72

Note—271p.
Available from—Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, N.Y. 10017 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Education, Educational Attitudes, *Educational Change, Educational Environment, *Educational Finance, Educational Methods, *Educational Objectives, Educational Programs, Elementary Education, Government Role, Higher Education, Philosophy, Professional Recognition, Progressive Education, Secondary Education, Teacher Employment, Teacher Evaluation, Teacher Improvement, Teacher Motivation, Teacher Qualifications, Teacher Role, *Technology

The reconciliation of the various educational schools of thought to the accommodation of the fact that the United States is a technological nation will do much to further the definition of firm national educational goals. Though the "new humanists" have made multiple demands upon the system during the sixties, they only represent a maze of inconsistent motive and anomalous solutions to the most pressing problems of the nation. The pluralistic nature of the school system, combined with ambiguous national goals is a self-defeating entity. Only when coordination of contributions can be made can the system function properly. Ironically the impetus for this coordination and the subsequent liberalizing Force has been the U.S. Office of Education. The new wave of educational reform will be directed toward teachers at all levels who will incorporate strict professional standards into all modes of instruction and classroom climates. Professional ac-

countability, both fiduciary and behaviorally, will also be a dominant force in the new way for public schools. (MC)

ED 075 985 EM 010 838

Black, Peter
The Biggest Aspidistra in the World; A Personal Celebration of Fifty Years of the BBC.
British Broadcasting Corp., London (England).

Pub Date 72
Note—243p.

Available from—Pendragon House Inc., 220 University Avenue, Palo Alto, California 94301 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Modern History, *News Media, *Programming (Broadcast), *Radio, *Television

Identifiers—BBC, *British Broadcasting Corporation, Great Britain

This book is a personal recollection of the history of the British Broadcasting Corporation (BBC), written as a celebration of the BBC's fiftieth anniversary in 1972. The emphasis is on programs and people rather than policies. It is divided into roughly three periods: prewar, war, and postwar. The author writes, "The object is to remind myself and others of some of the pleasures of my company the BBC has provided." (JK)

ED 075 986 EM 010 846

Control of Information. Notebook Number Three.
Columbia Univ., New York, N.Y.
Pub Date Mar 73

Note—60p.

Available from—The Network Project, 102 Earl Hall, Columbia University, New York, N.Y. 10027 (\$2.00/individuals; \$5.00/institutions)

Journal Cit—The Network Project Notebook; 3 March 1973

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Commercial Television, *Information Sources, Mass Media, *Programming (Broadcast), Propaganda, Publicize, *Social Problems, *Television

Identifiers—Network Project
The common description of television as an "image" is appropriate, because everything that appears on the screen reflects the image which government and big business want to present of our society. Thus, advertisers will not buy programs which have downbeat content, and the view their advertisements present is of people who are basically happy or can be made so by buying the product. It is rare to see people who are unhappy, frustrated, or unconventional on the screen. The government similarly uses television as a propaganda agent, and in the Vietnam war, some officials were frank to admit that they saw the press as a hand-maiden of the contradictory statements. On the one hand, they profess that they really have contradictory statements. On the one hand, they profess that they really have little power, and that television programs shown are the ones that people really want to see. On the other hand, they are quick to react to any threat to their power, such as pay or cable television. Appendices include a chronology of television history, summary of television programming by types, and a list of large television sponsors and advertising agencies. (JK)

ED 075 987 EM 010 847

Diaz, A. J., Ed.

Guide to Microforms in Print 1973.

National Cash Register Co., Washington, D. C.

Microcard Editions.

Pub Date 73

Note—200p.

Available from—Microcard Editions, 901 26th Street, N.W., Washington, D.C. 20037 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Catalogs, Guides, *Microfiche, *Microfilm, *Microforms, *Publications

This is the 1973 version of the annual, cumulative guide to books, journals, and other materials which are available on microfilm and other microforms from United States publishers. Theses and dissertations are not listed. It is essentially a listing of microform publications offered for sale on a regular basis. The guide is in alphabetical order. Entries include publishers, authors (if applicable), and price. Publishers' addresses are included. (JK)

ED 075 988 EM 010 866

Olson, Tom And Others

WISE-ONE System Description.

Wisconsin Univ., Madison. Dept. of Educational Administration.

Pub Date 14 Mar 73

Note—6p.; See also EM 010 865

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Electronic Data Processing, *Information Retrieval, Information Services, *Information Systems, *Relevance (Information Retrieval), *Search Strategies

Identifiers—ERIC, University of Wisconsin, *WISE ONE

WISE-ONE is a bibliographic information retrieval system which is designed to perform keyword searches of such data-bases as the ERIC RESUMAST and the ERIC CIJEMAST. Produced as a result of the search are the ERIC citation numbers, titles, authors, and, in the case of the journal file, the journal citation. Because WISE-ONE allows for nesting of the search formula to a depth of fifteen parenthetic levels, it gives the user a great deal of power in finding entries of interest. The heart of the system is the hash coding scheme which is incorporated into the data-base structure. A hash coding scheme is a method of telling the computer the storage location of a record based on the search key contained within the record. WISE-ONE is currently running on the Univac 1108 computer at the computing center at the University of Wisconsin at Madison. Detailed explanation of how the system works is provided in this paper. (JK)

ED 075 989 EM 010 898

de Bono, Edward

Lateral Thinking; Creativity Step by Step.

Pub Date 70

Note—300p.

Available from—Harper and Row, Publishers, 10 East 53rd Street, New York, N.Y. 10022 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Abstract Reasoning, Concept Formation, *Creative Thinking, Intellectualization, Logic, Logical Thinking, *Philosophy, *Self Actualization, *Thought Processes

The purpose of thinking is to collect information and to make the best possible use of it. Because of the way the mind works to create fixed concept patterns we cannot make the best use of new information unless we have some means for restructuring the old patterns and bringing them up to date. Our traditional methods of thinking teach us how to refine such patterns and establish their validity. But we shall always make less than the best use of available information unless we know how to create new patterns and escape from the dominance of the old ones. Vertical thinking is concerned with proving or developing concept patterns. Lateral thinking is concerned with restructuring such patterns (insight) and provoking new ones (creativity). Lateral and vertical thinking are complementary. Skill in both is necessary. Yet the emphasis in education has always been exclusively on vertical thinking. The need for lateral thinking arises from the limitations of the behavior of mind as a self-maximizing memory system. (Author/MC)

ED 075 990 EM 010 905

Tennyson, Robert D.

Effect of Negative Instances in Concept Acquisition Using a Verbal Learning Task. Tech Memo Number 71.

Florida State Univ., Tallahassee. Computer-

Assisted Instruction Center.

Report No.—FSU-CAI-TM-71

Pub Date 30 Jan 73

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adverbs, Comparative Analysis, *Concept Formation, Generalization, Grade 7, *Grammar, *Teaching Methods, *Verbal Learning

Identifiers—Exemplars, Nonexemplars

An experiment replicated and extended a previous study on the value of negative instances in concept learning (i.e., an instance of something which does not exemplify the concept helps to make clear what the concept is). In this experiment, the concept to be learned was "adverb". The subjects were seventh grade students. Some groups of subjects read sentences in which

the adverb was identified. Other groups of subjects read pairs of sentences; in one of these sentences, the word was used as an adverb and was identified as such, and in the other sentence, the same word was used as a different part of speech. The different function the word served in each sentence of the pair was apparent. Results showed that subjects learned the concept of adverb better when the negative example was available. (JK)

ED 075 991 EM 010 909
Hansen, Duncan N. And Others
A Systematic Approach to Learning Simulations.
Technical Memo Number 54.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—AD-752-989; CAI-TM-54
Pub Date 10 Jul 72
Note—67p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-752 989; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Literature Reviews, *Models, *Simulation

In view of the growing interest in and use of instructional simulations, a systematic approach to their development is described, including references to literature sources and to simulations already developed. Historical background, problems, and advantages of the use of instructional simulation are covered, and numerous definitions of often-used terms are included. The document concludes with a complete listing of the instructional simulations now in various stages of development at the CAI Center. Graphs are used to give overall views of the current standing of each simulation, and of the range of target populations suggested for each. (Author)

ED 075 992 EM 010 910
Sandefer, W. H. And Others
Naval Academy's CAI Project (Computer-Assisted Instruction Project). Final Project Report 1 July 1968 - 30 June 1971.

Naval Academy, Annapolis, Md. Educational Systems Center.

Spons Agency—Department of the Navy, Washington, D.C. Bureau of Naval Personnel.
Report No.—AD-746-855; PR-0571-43
Pub Date Feb 72

Note—105p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-746 855; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Chemistry Instruction, College Science, *Computer Assisted Instruction, *Computer Science, Higher Education, Individualized Instruction, Input Output Devices, Instructional Technology, *Language Instruction, *Military Training, Physics Instruction, Program Evaluation, *Undergraduate Study

Aimed at improving officer education through the use of modern technology, a two-pronged computer-assisted instruction (CAI) effort was initiated. CAI techniques and methods utilized in the dual projects (CAI-Teletype and CAI 1500) are discussed under three categories: computational, non-computational, and computer management of instruction. Courses in science, engineering, and naval science were developed and tested in the CAI-Teletype Project which then went operational with 125 teletype terminals accessing a Honeywell 635 computer system. The CAI-1500 Project featured sophisticated student terminals and utilized the IBM 1500 Instructional System in a more extensive, more tutorial manner aimed at replacing parts or all of conventional instruction in selected situations. Instructional modules were developed for four academic courses: General Chemistry, Modern Physics, Naval Operations Analysis, and Basic Russian I. (Author/MC)

ED 075 993 EM 010 912
Ford, John D. And Others
Computer Assisted Instruction in Navy Technical Training Using a Small Dedicated Computer System: Final Report.

Naval Personnel and Training Research Lab., San Diego, Calif.

Spons Agency—Department of the Navy, Washington, D.C. Bureau of Naval Personnel.

Report No.—AD-752-999; SRR-73-13

Pub Date Nov 72

Note—69p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-752 999; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Branching, *Computer Assisted Instruction, Cost Effectiveness, Electronics, *Feasibility Studies, *Military Training, *Programmed Instruction, Student Attitudes, Training

An investigation was made of the feasibility of Computer Assisted Instruction (CAI) for Navy technical training. The computer system used was the IBM 1500 system. Five CAI modules were developed which could replace 92 hours of the class curriculum. CAI provided very effective and efficient instruction. CAI students scored higher than class-instructed students on school examinations as well as supplemental tests, and required about 45% less training time. Student attitudes were quite favorable to CAI. A complete CAI data management and course revision methodology was developed in this project. Revisions using this methodology resulted in marked improvements in instruction. A number of new developments were made in branching technology for use in remediation, training, drill and practice, and review. Incorporation of these developments in CAI lessons was shown to produce substantial reductions in training time. Although the CAI training was very effective, the 1500 system is not economically feasible for training in basic electronics because of the limitation of 32 terminals and its relatively high cost. (Author)

ED 075 994 EM 010 941
Hawkins, Donald E. Vinton, Dennis A.

The Environmental Classroom.

Pub Date 73

Note—374p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632

Document Not Available from EDRS.

Descriptors—Anthologies, *Ecology, *Educational Environment, *Educational Innovation, Educational Philosophy, *Environmental Education, Guides, Open Education, *Open Plan Schools, Simulated Environment

Two modern crises—in education and ecology—can both be alleviated by adopting an "environmental classroom"; that is, by moving from the traditional schoolroom to closer contact with the world outside. The first part of the volume examines traditional approaches to education and then moves step by step to innovative ones, such as using the urban environment as an educational problem setting and using real environments outside the school. The second section includes reading selections meant to stimulate thought about the environment and educational alternatives. These selections are by authors like Margaret Mead and Ivan Illich. (JK)

ED 075 995 EM 010 949
Challis, A. James

The Effect of Fixed and Learner Selected Rates of Compressed Speech in an Audio Tutorial Learning Environment on the Achievement of College Level Students.

Oklahoma Univ., Norman.

Pub Date 73

Note—276p.; Thesis, University of Oklahoma

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (MF \$4.00; HC \$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Aural Learning, College Students, *Intermode Differences, *Speech Compression, Student Attitudes, Teaching Techniques

A study was conducted to find out how compressed speech affected achievement, how students like to use compressed speech, and whether it is practical for schools to use compressed speech as a teaching tool. College students in a self-instructional portion of a required course were assigned to one of four groups: normal speech (120 words per minute), 30 percent compression (174 wpm), 40% compression (200 wpm), and a choice of 20, 25, 30, 40, 50, or 55% compression. No significant difference in achievement was detected between the four groups (p equals .25). No significant difference in achievement between students with high grade point averages and those with low ones was detected for any compression rate (p equals .05). Students who used 30% compression saved 17% of time,

and those using 40% saved 31% of time. From 90 to 100% of those who used compressed speech liked it, said they wanted to take courses that used it, and would use it to review material. Almost all (97%) said that learner control over the rate of speech was necessary or desirable. As a result of these findings, it is recommended that schools and colleges use compressed speech in their academic program. (Author/JK)

ED 075 996 EM 010 969
Carpenter, Polly Horner, Barbara

The MODIA Decision Process for Developing Strategies of Air Force Instruction.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans, Washington, D.C.

Report No.—R-1019-PR

Pub Date Nov 72

Note—164p.; See also EM 010 923, EM 010 924

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Branching, *Computer Programs, Curriculum Research, Educational Development, Educational Innovation, Educational Methods, Educational Research, *Educational Specifications, *Educational Strategies, Educational Technology, *Field Studies, Flow Charts, *Instructional Design, Linear Programming, Military Training, Program Effectiveness, Systems Approach, Teaching Procedures
Identifiers—Determining Instructional Strategies Training Air, DISTAF, *Method of Designing Instructional Alternatives, MODIA

Two important elements of a method of designing instructional alternatives (MODIA) are comprehensively discussed in this paper. The "Questionnaire for Stating General Policy" is briefly reviewed to reveal how goals, student population variations, and operations must be accommodated before specifying instructional strategies. The actual strategy specifications are constructed through DISTAF (Determining Instructional Strategies for Training in the Air Force), a computer directed logic tree that assists in planning the instructional methodology. DISTAF has been designed for use with either a simple manual that presents strategies or a complex computer program that enables the planner to use up to 57 different teaching strategies. The computerized tree allows the planner to take account of many different levels of subject matter difficulty and student abilities. DISTAF presents the planner with a variety of choices during the development of a workable strategy. It can categorize students into tracks, choose types of examinations and learning experiences, and enable the planner to construct detailed strategies in 10 to 30 minutes. (MC)

ED 075 997 EM 010 975
This is NHK '73.

Japan Broadcasting Co., Tokyo

Pub Date 73

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administration, *Broadcast Industry, Communications, Developed Nations, *Management, Programming (Broadcast), *Radio, *Television

Identifiers—Japan, NHK, *Nippon Hoso Kyokai

The status of the Japan Broadcasting Corporation (NHK) for the year 1973 is presented in this report. Organized by the public relations department of this public corporation, this report is similar in format to a conventional corporate annual report, with the exception of financial data. The report constructs a profile of NHK including management programming, facilities, research programs, and overseas operation. Statistics on the entire radio and television operation are presented as is a brief history of NHK. (MC)

ED 075 998 EM 010 976
Television in the Philippines.

Ateneo de Manila Univ., Quezon City (Philippines). Center for Educational Television.

Pub Date Apr 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Closed Circuit Television, Developing Nations, *Financial Support, *Government Role, *Instructional Television, *Management, Mass Media, Planning, *Program Planning, Public Support, Televised Instruction, Television

Identifiers—Center for Educational Television, CETV, *Philippines

Information about instructional television (ITV) programming in the Philippines is summarized in this three part document. An outline of the status of the Center for Educational Television, Inc., (CETV) and a description of its current activities and financial support are provided in the first section. A narrative review of both CETV and other Filipino ITV operations is then presented under the title "Instructional Television Today." This section discusses the development, finances, and successes of ITV in the Philippines during the last several years. The annual report of CETV for the fiscal year 1972-73 is presented in the final section, which also briefly discusses CETV's relationship with Manila University and the effect of the declaration of martial law on mass media organization. (MC)

ED 075 999 EM 010 978

Lancaster, F. W.
Vocabulary Control for Information Retrieval.
Information Resources Press, Washington, D.C.
Pub Date Jul 72
Note—233p.
Available from—Information Resources Press, 2100 M Street, N.W., Washington, D.C. 20037 (\$17.50)

Document Not Available from EDRS.

Descriptors—Classification, Codification, Computers, Indexes (Locators), *Indexing, *Information Retrieval, *Information Science, *Information Systems, Library Science, On Line Systems, Relevance (Information Retrieval), Search Strategies, Thesauri, Vocabulary

This book deals with properties of vocabularies for indexing and searching document collections; the construction, organization, display, and maintenance of these vocabularies; and the vocabulary as a factor affecting the performance of retrieval systems. Most of the text is concerned with vocabularies for post-coordinate retrieval systems, with special emphasis on thesauri and machine-based systems. Vocabularies for pre-coordinate systems (e.g., alphabetical subject catalogs and classified catalogs) are discussed only briefly to provide historical perspective and for the light they shed on the problems of vocabulary control in general. A full range of vocabulary control possibilities is discussed, from highly structured thesauri and classification schemes to natural-language (free-text) searching. Also discussed are the following: characteristics and components of an index language, creation of index languages automatically, vocabulary in the on-line retrieval system, and some cost-effectiveness aspects of vocabulary control. The book is designed primarily for students of library and information science. (Author)

ED 076 000 EM 010 979

Fitzsimmons, John R., Ed.
Individualizing Instruction for Individualized Learning. Edited Proceedings of the Fifth Annual Conference of the National Association for the Individualization of Instruction, April 21-22, 1972.

Hofstra Univ., Hempstead, N.Y. Bureau of Educational Studies and Service.

Spons Agency—National Association For the Individualization of Instruction, Wyandach, N.Y.

Pub Date Apr 72

Note—61p.

Available from—The Bureau of Educational Studies and Services, Bess House, Hofstra University, Hempstead, N.Y. 11550 (\$2.00)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Change Agents, *Conference Reports, Elementary Schools, *Facility Requirements, *Individualized Instruction, *Individualized Reading, Models, Nongraded System, Open Education, Reading, Thought Processes

Identifiers—Cureton Reading Program

These are the edited proceedings of the fifth annual conference of the National Association for the Individualization of Instruction (NAII). In addition to keynote and concluding speeches, the subjects of the talks included here are: the individual school and individualized learning; individualizing reading programs; teacher structure for individual self direction; a description of the Cureton reading program; advanced practices in developing behavioral objectives; the role of the curriculum supervisor in bringing about change; school facilities for individualized learning; a non-graded approach to individualizing instruction; development of individualized learning packets; teaching for critical thinking; and a model for an open space elementary school. (JK)

ED 076 001 EM 010 988

Smith, Ralph Lee
The Wired Nation. Cable TV: The Electronic Communications Highway.

Pub Date 72

Note—128p.

Available from—Harper and Row, Publishers, Inc., 10 East 53rd Street, New York, N.Y. 10022 (\$1.95)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, *Cable Television, Citizen Participation, Community Action, Community Antennas, *Economic Change, *Federal Laws, Mass Media, Social Change, *Technological Advancement, Telephone Communications Industry

Identifiers—CATV

The problems and potentials of cable television are examined in this book, which begins by describing the technological basis and current state of cable television. Topics covered include the economic base of the industry and the struggles for economic control, the development of a regulatory structure, the relationship between cable television and the telephone company, and grass roots action on cable television. A final chapter discusses the potential of cable television to serve as an "electronic highway" and drastically revise the economic and social structure of the entire nation. (RH)

ED 076 002 EM 010 989

Devitt, Joseph J.
Do Federal Programs Really Work? A Study of the Effect of One Project on Public Elementary and Secondary Schools in Maine.

Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date Jan 73

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Centers, Educational Development, *Federal Aid, *Information Dissemination, *Instructional Materials Centers, *Library Standards, Program Evaluation, School Libraries, Secondary Schools

Identifiers—Elementary Secondary Education Act Title III

The effects of a federal grant may go far beyond the school system involved. One high school in Maine received \$275,000 for a library/media center to see what a well-equipped and stocked, and adequately staffed library/media center would do to improve the quality of the learning opportunities for students. A survey of all Maine school superintendents and librarians revealed that visits to the federally-funded center led them to improve their own libraries in such things as atmosphere, cooperation between teachers and library staff, size of audiovisual materials collections, and changes in priorities for their own libraries. It was concluded, therefore, that the effects of this one federal grant for upgrading education reached far beyond the single school system involved. (RH)

ED 076 003 EM 010 990

Glessing, Robert J. White, William P.
Mass Media: The Invisible Environment.
Science Research Associates, Palo Alto, Calif.

Pub Date 73

Note—314p.; Includes Instructor's Guide

Available from—Science Research Associates, Inc., College Division, 1540 Page Mill Road, Palo Alto, California 94304 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Anthologies, Cable Television, Censorship, Commercial Television, *Communications, Communication Satellites, Film Study, Government Role, Guides, Information Dissemination, Instructional Materials, *Journalism, *Mass Media, Media Technology, News Media, Newspapers, *Teaching Guides, Television, Verbal Communication

Identifiers—Pop Culture

This anthology for students of media consists of essays and articles grouped under four topics: media forms, media content, media environments, and "the last word." Media forms deals with the nature of these kinds of media: electronic, print, film, music, and comics, graffiti, and clothing. Media content contains articles on the news, advertising, sports, and children and education via the media. Media environments concern the following subjects: politics, censorship, and the media; the American mind, persuasion, and the media; economics and media; drugs, the counter-

culture, and media; and media watchers and critics. Finally, articles suggest how television and the new media forms like cable and satellites may change the way people live. The instructor guide contains one-paragraph summaries of each article in the anthology and also discussion questions for the various sections. (JK)

ED 076 004 EM 010 992

Barth, Roland S.
Open Education and the American School.
Pub Date 72
Note—300p.

Available from—Agathon Press, Inc., 150 Fifth Avenue, New York, N.Y. 10011 (\$7.95)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Annotated Bibliographies, Case Studies, Culture Contact, *Educational Innovation, *Negro Attitudes, Negro Education, *Open Education, *Parent Attitudes, Public Education, *Teacher Attitudes

Identifiers—Lincoln Attucks Program

The author, an elementary school principal, describes his own experiences in an urban open school program that fell far short of its goals despite ample funding and the enthusiastic participation of a group of young teachers committed to the approach. After reviewing assumptions about learning and knowledge and about the role of the teacher in the open school, he presents a case study based on his own experience. He concludes that the open educators were in large part at fault in the failure of the school because they tried to impose their own ideas about education on a quite different culture; also, they did not give parents enough time to accept the premises of open education. The central message of the case study is that the forms, the intensity, and the extent of resistance to change of public schools in the direction of open education are educational constants. Most parents' concepts of quality education are along the lines of the traditional, rigorous, transmission-of-knowledge model. They want the schools to help their child succeed (get a job, or get into a good college). They prefer not to risk that goal for an experiment in open education. An annotated bibliography is included. (JK)

ED 076 005 EM 010 993

Pulver, John W.
Cable TV For the Neighborhood and For the Region. The Job of the Governor and the Minnesota Legislature in Resolving the Four Key Issues of Interconnection, Coverage, Franchising and Programming...In 1973.

Citizens League, Minneapolis, Minn.

Pub Date 73

Note—59p.

Available from—Citizens League, 84 South 6th Street, Minneapolis, Minnesota 55402 (\$10.00 Annual Membership)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Community Antennas, Government (Administrative Body), *Government Role, *Local Government, Programming (Broadcast), State Government, *Statewide Planning

Identifiers—CATV, Franchising, Interconnection, *Minnesota

Cable television can dramatically increase the existing television offerings and open up important new services for the public. It offers a double potential: one for general service within a limited geographic part of the region and one for highly selective service all across the region. As a result, television will no longer have to be everything to everybody. However, this potential may not develop because of the boundaries of local government within which franchising takes place. Local franchising presents two problems: small municipalities may not attract a cable franchise, and interconnection between municipalities may not take place. Furthermore, because no production assistance or funding has been provided by the federal government, the promise of channels reserved for public agencies, organizations, and individuals may not occur. In order to curtail these deficiencies, the following actions are recommended: 1) although cable television will be developed by private individuals, it should be subject to public regulation; 2) although regulation will be handled essentially by municipalities, the state should set forth standards to assure that all built-up areas be covered and interconnected and to assist public programming; 3) the legislature and governor must act in 1973. (JK)

ED 076 006

EM 010 994

De Rossi, Claude J.

Computers: Tools For Today.

Pub Date 72

Note—96p.

Available from—Childrens Press, 1224 West Van Buren Street, Chicago, Illinois 60607 (\$4.75)

Document Not Available from EDRS.

Descriptors—*Computers, *Computer Science Education, Elementary Education, *Programming, *Textbooks

This introduction to computers might be used by readers as young as the middle school. It includes elementary explanations of these topics: history of computers, what computers can and cannot accomplish, how computers work, what flowcharts are, and how programs are written. Interspersed with explanations are simple problems which ask readers to write programs of their own, work with binary numbers, etc. (JK)

ED 076 007

EM 010 995

Lintz, Larry M. And Others

Relationships Between Design Characteristics of Avionics Subsystems and Training Cost, Training Difficulty, and Job Performance. Final Report, Covering Activity from 1 July 1971 Through 1 September 1972.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.; McDonnell Douglas Astronautics Co. - East, St. Louis, Mo. Engineering Psychology Dept.

Spons Agency—Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No.—AFHRL-TR-72-70

Pub Date Jan 73

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aviation Technology, Cost Effectiveness, *Flight Training, *Man Machine Systems, *Performance Factors, Task Analysis, *Task Performance, Training

Identifiers—Avionics

A study investigated the relationship between avionics subsystem design characteristics and training time, training cost, and job performance. A list of design variables believed to affect training and job performance was established and supplemented with personnel variables, including aptitude test scores and the amount of training and experience. Thirty functional loops from ten avionics subsystems were selected as the units of equipment to be investigated. Ten students were observed performing each of the functional checkouts. Training time and training equipment cost data were collected for each loop. A factor analysis identified six factors which account for a major part of the variance in maintenance task performance: length of checkout procedure, equipment complexity, difficulty of checkout steps, nonautomatic checkout, diagnostic information, and clarity of information. The magnitude of the regression coefficients (.92 or better) establish this as a promising approach to deriving human resources data for systems under development. Additional research is needed to develop and quantify better hardware and personnel variables. (JK)

ED 076 008

EM 010 996

Communications and Society: Summary Report On The Conference On The Cable and Continuing Education.

Academy for Educational Development, Inc., Palo Alto, Calif. Western Region; Aspen Inst. for Humanistic Studies, Palo Alto, Calif.

Pub Date 9 Apr 73

Note—10p.

Summary of Conference on Cable and Continuing Education (Aspen, Colorado, March 14-18, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Cable Television, *Conference Reports, Extension Education, *Instructional Television, Media Technology, *Post Secondary Education

Identifiers—CATV

About 30 educators, cable operators, and foundation and government representatives discussed cable television and continuing education at a conference. They concluded that cable has great potential for education, because of the following features: 1) multiple channels, 2) controlled access to cable channels, 3) an educational access channel, and 4) eventual two-way capability. Barriers to the greater use of cable include: 1) lack of high quality educational materials suitable for televised use and a shortage of skilled personnel

to produce them; 2) need for means to evaluate media-based education; and 3) lack of adequate and equitable funding means to support continuing education. The panel's recommendations were: 1) establishment of close liaison between educators and cable operators; 2) a campaign to educate educators to the potential uses of cable and other technologies 3) a major study of the means for financing expanded access to continuing education; 4) development of a national system for the collection, assessment, and distribution of instructional materials for post-secondary education; 5) a continuing overview of progress in the use of cable and other technologies for continuing education. (JK)

ED 076 009

EM 010 997

Anastasio, John

Photograph Sequencing as a Method of Evaluating the Knowledge and Conceptualizations Gained from a Film by Primary and Intermediate Educable Mentally Retarded Children. Research Report Number 7219.

Report No.—RR-7219

Pub Date Apr 73

Note—21p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Las Vegas, Nevada, April 13-19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Measurement, *Comprehension, *Educable Mentally Handicapped, *Films, Photographs, Sequential Learning, *Serial Learning, *Test Validity, Verbal Ability, Verbal Tests, Visual Literacy

A study was devised to determine the efficacy of picture sequencing as a method of evaluating a child's interaction with a film, particularly children who are low in verbal expression. A series of five photographs were used which illustrated important points in a film about the ill effects of smoking. Subjects were selected from two primary educable mentally retarded classes, two intermediate educable mentally retarded classes, and two nonhandicapped fourth grades. Each child saw the film (except for control subjects), was interviewed, and then was asked to sequence the five photographs. Results showed that those children who saw the film obtained higher sequence scores, that older children did better, and that sequence scores did not correlate significantly with scores on the interview (although the correlations were all positive). Thus, verbal interviews may not be tapping a child's ability and sequencing procedures may provide a better way to assess his abilities. (SH)

ED 076 010

EM 010 998

Slade, Mark

Language of Change: Moving Images of Man.

Pub Date 70

Note—186p.

Available from—Winston Press, 25 Groveland Terrace, Minneapolis, Minnesota 55403 (\$2.58)

Document Not Available from EDRS.

Descriptors—Computers, *Films, Film Study, Information Dissemination, Information Processing, Mass Media, *Modern History, *Philosophy, *Scientific Concepts, Social Change, Space, *Technological Advancement, Time

The implications of modern communications media for social, scientific, and philosophical structures are examined. Particular attention is paid to the relationship between the rules of combination of images in films and current trends in humor, scientific theories, and philosophical structures and to the speed-up of information processing made possible by computers and the proliferation of media which further complicates all these relationships. (RH)

ED 076 011

EM 011 000

Wells, Alan

Mass Media and Society.

Pub Date 72

Note—407p.

Available from—The National Press, 850 Hansen Way, Palo Alto, California 94304 (\$9.95, \$6.95 paper)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Business Responsibility, *Communication (Thought Transfer), *Communications, Crime, Journalism, *Mass Media, News Media, Political Attitudes, Political Influences, Publicize, *Social

Change, Social Psychology, *Textbooks, Violence

Designed to serve as a basic text for general liberal arts courses in mass communication, this book presents essays, largely from recent magazine articles, written from the layman (although there are a few more overtly scholarly articles). It begins with an examination of the media industries in the United States, treating them as complex organizations with their own inner dynamics and interests. The next two sections deal with the government agencies that regulate the media and the advertising business which supports them. The selections in the fourth part outline the basic social psychology of mass communications and their impact on audiences; the fifth part deals with the impact of communications at the mass level. The final section deals with the media's implication in public issues such as crime and violence and with the effects on society of turning politics into show business. (Author/SH)

ED 076 012

EM 011 002

A Story About People.

American Television and Communications Corp., New York, N.Y.; New York Univ., N.Y. Alternate Media Center.

Pub Date May 73

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Responsibility, *Cable Television, Citizen Participation, *Community Antennas, Community Benefits, Community Cooperation, Community Planning, *Community Programs, Community Services, Video Tape Recordings

Identifiers—Community Video Workshop

The Community Video Workshop, a pilot project being undertaken by the Alternate Media Center of New York University's School of the Arts in cooperation with ATC and Berks TV Cable Company, was intended to make cable television facilities available to Berks County. This document consists of a collection of newspaper clippings, letters, memos, and descriptions which serve to illustrate the activities of the project. (SH)

ED 076 013

EM 011 003

Gross, Lynne S.

A Study of Two College Credit Courses Offered Over Television by the Southern California Consortium for Community College Television.

Long Beach Unified School District, Calif.

Pub Date 72

Note—34p.; Paper presented to the California Association for Educational Media and Technology (Newport Beach, California, October 27-28, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Community Colleges, Educational Television, Enrollment Influences, Home Study, Part Time Students, Program Evaluation, *Publicize, *Televised Instruction, University Extension

Identifiers—Southern California Consortium

Community College T

A consortium of 20 community colleges in Southern California enrolled approximately 8000 students for two televised college credit courses and made comparisons between these students and on-campus students in the same courses. Information was gathered either through questionnaires, college records, or interviews about course effectiveness, audience composition, and publicity effectiveness. Results showed no significant differences between on-campus students and students taking the televised courses in grades, although more students did not complete one of the televised courses as compared with on-campus students in the same course. Further, televised courses did not significantly reduce on-campus enrollment in the same courses, and students taking the televised courses like their convenience best. Analysis of the data on audience characteristics showed that the typical television student was a married female with some college education who was taking the course on a part time basis to get a college degree. Finally, the publicity data indicate that heavy publicizing of the courses probably led to greater enrollments, and that brochures were the most effective method. (SH)

ED 076 014

EM 011 005

The Future of Press Freedom: Journalism and Law Perspectives. A Wingspread Report.

Wisconsin Univ., Madison, Univ. Extension.
Spons Agency—Johnson Foundation, Inc.,
Racine, Wis.
Pub Date May 72
Note—68p.

Available from—The Johnson Foundation,
Racine, Wisconsin 53401
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, Business Responsibility, Censorship, Constitutional History, Court Cases, Court Role, Democracy, *Freedom of Speech, Government Role, *Journalism, Laws, Legal Responsibility, *News Media, Presidents, Public Opinion, *Supreme Court Litigation, Symposia

Identifiers—Wingspread Symposium

The purpose of this report is to raise some of the major challenges to press freedom, full public information, and media responsibility. It consists of several papers presented at a symposium held in Wisconsin in May 1972 dealing with freedom of the press particularly from the perspectives of journalism and law. The first paper discusses constitutional guarantees, accommodations between freedom and permissible restraint, the ever changing patterns and needs of society and the growth of law, and journalistic self-restraint as an alternative to governmental restraint. The second paper reviews Supreme Court decisions on issues of libel and privacy and asks what remains of the rights to reputation and privacy. Five causes for concern about press freedom are presented and discussed in the last paper: neglect by the nation's best minds of responsibilities toward general citizenship, abuse by public officials of democracy's basic precept that government derives from and exists for the public, mass citizen indifference to restraints being put upon press freedom, the changing character of print media ownership, and attacks on the principal practitioners of press freedom by the Nixon administration and its emulators. (SH)

ED 076 015 EM 011 006
Nielsen Television '73: A Look at the Medium.
Nielsen (A.C.) Co., Chicago, Ill.

Pub Date 73
Note—20p.
Available from—A. C. Nielsen Company, 2101
Howard Street, Chicago, Illinois 60645

Document Not Available from EDRS.

Descriptors—*Audiences, Broadcast Television, Cable Television, Color Television, Commercial Television, *Programming (Broadcast), *Television Research, *Television Surveys, *Television Viewing

Identifiers—*Nielsen Surveys

The latest (1973) edition of Nielsen Television presents data on the television audience. Major findings are graphically summarized and data are presented for: number of stations receivable by household; households equipped with TV sets; United States TV households with color television; total United States households using television by time of day; average hours of household TV usage per day and per week; weekly viewing activity for women and men; persons using TV and distribution by women, men and non-adults; audience composition of selected prime time evening program types; prime evening regularly scheduled programs by type; Nielsen average audience estimates in five year audience trends; cable TV growth; and Nielsen average audience estimates in five year audience trends; cable TV growth; and Nielsen average audience estimates for the top 15 programs. (SH)

ED 076 016 EM 011 008
Lowman, Charles E.
Magnetic Recording.

Pub Date 72
Note—285p.
Available from—McGraw-Hill Book Company,
1221 Avenue of the Americas, New York,
N.Y. 10020 (\$14.50)

Document Not Available from EDRS.

Descriptors—Computers, Electromechanical Technology, Guides, *Magnetic Tape Cassette Recorders, *Magnetic Tape Cassettes, *Magnetic Tapes, Media Technology, Phonotape Recordings, Technological Advancement, Television, Video Cassette Systems

A guide to the technology of magnetic recorders used in such fields as audio recording, broadcast and closed-circuit television, instrumentation recording, and computer data systems is presented. Included are discussions of applications, advantages, and limitations of magnetic

recording, its basic principles and theory of operation, and its practical operating and maintenance procedures. Information is also provided on cassette and cartridge recorders, TV recorders, direct and FM signal electronics from low-band to very wideband, servo-control and signal record playback circuitry, and capstan, reel, and head-drum servos for longitudinal, rotary, helical-scan, and disc recorders. Appended are glossaries of audio and instrumentation terms and of television terms. (Author/SH)

ED 076 017 EM 011 009

Powledge, Fred

Public Television: A Question of Survival.

American Civil Liberties Union, New York, N.Y.
Pub Date 72

Note—52p.; Report of the American Civil Liberties Union

Available from—Public Affairs Press, 419 New Jersey Avenue, S.E., Washington, D.C. 20003 (\$1.00)

Document Not Available from EDRS.

Descriptors—Administrative Agencies, *Censorship, *Federal Government, Financial Support, Government Role, Information Networks, Mass Media, Policy Formation, *Public Policy, *Public Television, *Telecommunication

Identifiers—FCC, *Federal Communications Commission, Office of Telecommunications Policy, OTP

Public television in the United States is well on its way to intellectual and journalistic starvation, according to this research paper. Although it will never be starved to death, the author contends, its spirit and viability as an innovative and relevant force in public affairs are already being curtailed by the meddling of politicians, the tendency toward user-managed networks, and even the cynical intervention of the White House; each of these has the capability of detrimentally upsetting the affairs of either the Public Broadcasting System (PBS) or the Corporation for Public Broadcasting (CPB). He states that in 1970 and 1971 National Educational Television (NET) produced two controversial shows, one on the Federal Bureau of Investigation and the other on banks; PBS refused to distribute the shows, and, as a result of this interference, CPB and NET claimed censorship on the part of the government. More recent incidents, the author claims, show that the organizational relationships, authority, responsibility, and decision making processes of public broadcasting need to be firmly restated in terms conducive to the editorial freedom of the medium. (MC)

ED 076 018 EM 011 011
16 mm Films Available for Purchase and Rental in the United States.

National Film Board of Canada, New York, N.Y.
Pub Date 73

Note—95p.
Available from—National Film Board of Canada,
16th Floor, 1251 Avenue of the Americas,
New York, N.Y. 10020

Document Not Available from EDRS.

Descriptors—*Catalogs, *Films, Fine Arts, Health, History, *Instructional Materials, Recreation, Sciences, Social Sciences

Identifiers—Canada

This catalog lists and describes films produced by the National Film Board of Canada which are available for purchase and rental in the United States through various commercial distributors. For each film, the following information is given: title, length, color or black and white, distributor, purchase cost, and a one-paragraph description. Stills from many films accompany the descriptions. Films are arranged under several broad topics—the arts, people, places, and history, health, science, social science, and sports and recreation, and by subplot within each of those broad classifications. An alphabetical index with essential information about each film is also provided. (JK)

ED 076 019 EM 011 012
Curricular Implications of Visual Literacy; Conference Report.

New York State Educational Communication Association.
Pub Date 72

Note—44p.; Report of Annual Visual Literacy Conference (Second, Grossinger's, New York, April 30-May 3, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, Audiovisual Aids, *Cocurricular Activities, *Conference Reports, Film Study, Grade 8, Language Instruction, Mentally Handicapped, *Multimedia Instruction, Production Techniques, Story Reading, Student Developed Materials, *Teaching Methods, Visual Learning, *Visual Literacy, Visually Handicapped

This report contains excerpts and summaries from interviews and papers presented at the visual literacy conference. The interviews are with speakers and in general ask them to expand on an idea presented in their formal talk. For other speeches, the catalog description and/or an abstract is given. Although most of the abstracts are short, lengthy abstracts are included on the following subjects: a description of 25 activities in a film aesthetics course; the relation of visual defects and academic skills; a program to aid children who can demonstrate a good visual memory of words but cannot translate visual sound symbols back into their original sounds; using videotapes in foreign language classes; eighth grade students' use of media; ways students can produce a multimedia program; a multimedia approach to the reading of a story; and visual techniques for the mentally handicapped. (JK)

ED 076 020 EM 011 013

Armiger, Mary Lou Shoehalter, Nathan

Cable T.V.—Educational Medium of the Future?

Perspective Number Five.

Fairleigh Dickinson Univ., Rutherford, N.J.; Rutgers, The State Univ., New Brunswick, N.J. Bureau of Educational Radio and Television.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Research, Planning, and Evaluation.

Pub Date Jan 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Citizen Participation, *Community Action, Educational Television, Federal State Relationship, Guides, *Legal Responsibility, Local Issues, *Statewide Planning, Video Equipment

Identifiers—Franchises, *New Jersey

The cable television situation in New Jersey, particularly as it pertains to the educational potential of the medium is discussed in this brief document. The stated purpose of the report is to inform New Jersey citizens of some of the options and opportunities that remain open to them in developing municipal cable television systems that are accessible to and service the needs of the community. The report reviews the franchising situation, with emphasis on the alleged misuses that have occurred, and the legal basis of the cable television regulations. Recommendations presented deal primarily with writing and preparing the franchising contract. (MC)

ED 076 021 EM 011 014

Aspinall, Richard

Radio Programme Production; A Manual For Training.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—151p.

Available from—UNIPUB, INC., P. O. Box 433,
Murray Hill Station, New York, N.Y. 10016 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Developing Nations, Journalism, Manuals, Mass Media, News Media, Personnel Needs, *Production Techniques, *Professional Training, *Programming (Broadcast), *Radio, Scripts

This manual for training broadcast personnel covers the following topics: a brief discussion of the history and nature of radio broadcasting, technical facilities of the broadcasting studio, production of various types of radio programs, and staff development and training. The section on production deals with producing and writing for the following types of show: talk, news, documentary, educational, the radio drama, music, and commercials. Although the book is written for particular use in Africa and other developing countries, its instructions are not limited for use in those settings. The book is nontechnical in style. (JK)

ED 076 022 EM 011 015

Hunt, Gerard J. Mondell, Allen S.

Social Factors in Health Care: An Evaluation of Selected Films and Videotapes.

Maryland Univ., Baltimore. Dept. of Psychiatry.
Pub Date 72
Note—63p.

Available from—Dr. Gerard J. Hunt, Department of Psychiatry, University of Maryland, School of Medicine, 645 West Redwood St., Baltimore, Md. 21201 (\$2.00)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Audiovisual Aids, *Catalogs, Death, Drug Addiction, Films, Geriatrics, *Health Education, *Health Services, *Instructional Films, Medicine, Mental Health, Nursing, *Public Health, Social Factors, Video Tape Recordings
Reviews of selected films and videotapes which illustrate the relationship between social factors and health care are presented in this catalog. Some 41 films were chosen for their proven ability to present social and behavioral science concepts to medical students and others involved in the health sciences. The films relate to two areas of health care: the delivery of health services by the government or private parties and the problem areas of medical care such as alcoholism, birth, death, drug abuse, suicide, patient-doctor interaction, and general hospital critique. Each film is given a synopsis and a general evaluation. An outline for a course in medical sociology is also presented. (MC)

ED 076 023

EM 011 016

Cable Television Information.

New York State Education Dept., Albany. Bureau of Mass Communications.
Pub Date Apr 73
Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Broadcast Industry, *Cable Television, *Federal Laws, Federal State Relationship, *Local Government, Local Issues, State Action, State Legislation, *States Powers, *Statewide Planning

Identifiers—FCC, Federal Communications Commission, *New York

Included in this compendium are fifteen documents pertaining to cable television for New York State. Two of the documents deal with the relationships between school districts and the cable operators. The arrangements discussed are from the experiences of the Michigan State School System and the Pasadena, California School District. These reveal the educational considerations that must be accorded to the total planning of the proposed cable system. Three bills submitted to the New York State Legislature show to what extent the wishes and intentions of the communities can be written into state legislation. Testimony before the Federal Communications Commission (FCC) documents discussing the federal-state relationship are also presented. [Reproduced from best available copy] (MC)

ED 076 024

EM 011 017

Cattaneo, E. R., Ed.

Educator's Purchasing Guide. Fifth Edition.

Pub Date 73

Note—900p.

Available from—North American Publishing Company, 134 North 13th Street, Philadelphia, Pennsylvania 19107 (\$29.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Catalogs, *Educational Equipment, Elementary Grades, Guides, Higher Education, *Instructional Materials, Instructional Media, Post Secondary Education, Preschool Education, *Purchasing, Secondary Grades

This guide contains lists of publishers of various kinds of instructional materials, textbooks and printed materials; audiovisual instructional materials; atlases, globes, maps, and accessories; tests, testing aids and services; and educational equipment and supplies. Each of these types is listed in a separate section, and each section is organized slightly differently. In general the user first determines what type of material he wants to use (e.g., map, audiovisual aid), then looks up his specific subject (e.g., John C. Calhoun, respiration), and is referred to companies which produce materials on that subject. A section at the end of the book groups together descriptions of commercial materials on the same subject to allow users to compare similar products. Complete instructions for using the guide are included. (JK)

ED 076 025

EM 011 018

Clark, Richard E.

The Best of ERIC: Recent Trends in Computer Assisted Instruction.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 73

Note—15p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Computer Assisted Instruction, Cost Effectiveness, Educational Policy, Educational Research, Elementary Education, Financial Support, Higher Education, Instructional Media, Planning, Program Costs, Public Policy, Secondary Education, Student Attitudes

The current paradox between the increasing interest in the utilization of computer-assisted instruction (CAI) and the decreasing financial support from the Federal Government is briefly surveyed in the introduction of this annotated bibliography. The author also discusses the major problems that are now prevalent in CAI utilization: the lack of specialized programming and the scarcity of research based knowledge. An annotated bibliography of some 40 recent articles is divided into the categories of CAI planning and utilization, case studies of utilization, attitudes toward CAI, cost effectiveness studies, research trends in student-CAI interaction, and the future prospects and policies. (MC)

ED 076 026

EM 011 021

Namurois, Albert

Structures and Organization of Broadcasting in the Framework of Radiocommunications.

European Broadcasting Union, Geneva (Switzerland).

Pub Date 72

Note—211p.; Legal and Administrative Series

Available from—European Broadcasting Union, 1, rue de Varembe, CH-1211, Geneva 20 Switzerland (15 Swiss francs)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Communication Satellites, Developing Nations, *Governance, International Law, *International Organizations, International Programs, *Legal Problems, *Media Research, Media Technology Radio, Sanctions, *Telecommunication, Television

Identifiers—*International Telecommunications Union, ITU

The international nature of telecommunications requires a specialized agency such as the International Telecommunications Union (ITU), governed by international law, to organize and administer it. Though the ITU has been effective in its mission, technological developments have occurred that require some amendment in its organizational structure and jurisdictional capability, particularly in regard to satellite broadcasting. This monograph deals with the ITU and reviews the general state of worldwide telecommunication. The principles governing international telecommunication and the specific role and purpose of the ITU are discussed in detail. In addition, the problems associated with international radio and television services are surveyed. Reference is made to the types of organizational governance and state intervention that exists throughout the world. The author intends the monograph to assist in the resolution of some of the problems that exist in both sophisticated broadcasting systems and developing nations. (MC)

ED 076 027

EM 011 023

Hammer, Mark Henderson, C. Ober

Improving Large Enrollment Undergraduate Instruction With Computer Generated, Repeatable Tests.

Washington State Univ., Pullman. Bureau of Economic and Business Research.

Pub Date 72

Note—21p.; Reprint from Proceedings of 1972 Conference on Computers in Undergraduate Curricula, Atlanta, June 12-14, 1972, pp. 209-216

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Education, College Instruction, *Computer Assisted Instruction,

Enrollment Trends, Feedback, Flexible Progression, *Higher Education, Individualized Instruction, *Large Group Instruction, Objective Tests, *Test Construction, *Testing, Testing Problems, Test Reliability
Identifiers—CGRT, *Computer Generated Repeatable Testing

In addition to the usual drawbacks of large enrollment college classes such as impersonal atmosphere, discouragement of questions, and insensitivity to individual differences, the testing methods that tend to be associated with large classes can be detrimental to the learning process. Objective tests decrease the level of intellectual mastery required from recall to mere recognition, tend to be used as evaluative devices rather than as learning devices, provide slow feedback, and encourage a loafing-cramming approach to course subject matter. Donald Jensen's computer generated, repeatable testing (CGRT) attempts to overcome these difficulties by providing frequent tests with immediate feedback, flexible scheduling, test forms, and a method of coding fill-in responses. An attempt was made to implement a CGRT type system for an introductory Personnel Administration course. Student attitudes towards the course and their performance were both very good, although there did seem to be some problems with unreliability of the tests. Some additional implications of CGRT and possibilities for the future are also discussed. (RH)

ED 076 028

EM 011 024

Meek, C. L.

Glossary of Computing Terminology.

Pub Date 72

Note—372p.

Available from—CCM Information Corporation, Department Q-NY, Riverside, New Jersey 08075 (\$9.95)

Document Not Available from EDRS.

Descriptors—*Computers, Electronic Data Processing, *Electronic Equipment, *Glossaries

To provide a guide for both layman and computer specialists to the multiple definitions and language of computers, this glossary provides terms which have application in a wide number of areas related to computers. Each term is accompanied by a number which refers the user to the source from which each definition for that term originated. An equipment section lists numerically the equipment currently on the market, together with brief descriptions of their functions. Additionally, an alphabetical listing of equipment has also been included. (SH)

ED 076 029

EM 011 025

Kamarck, Edward, Ed.

Arts in Society. The Communications Explosion.

Wisconsin Univ., Madison, Univ. Extension.

Pub Date 72

Note—173p.

Available from—The University of Wisconsin-Extension, 610 Langdon Street, Madison, Wisconsin 53706 (\$2.00)

Journal Cit—Arts in Society; v9 n2 Summer-Fall 1972

Document Not Available from EDRS.

Descriptors—Aesthetic Education, *Art, *Communication (Thought Transfer), Communication Problems, *Communications, Creative Art, Cultural Environment, Cultural Factors, *Futures (of Society), Information Dissemination, *Mass Media, Music, Periodicals, Social Change, Social Environment, Writing

An entire issue of the journal "Art in Society" has been devoted to a wide ranging discussion of the communications explosion. Twenty-four well known artists, musicians, writers, and social critics have contributed essays. The volume is arranged into four main sections titled, "The Emerging Electronic Environment," "Hardware," "Software," and "Man the Message." The theme of the anthology is futuristic and emphasizes the cultural problems and opportunities concomitant with a media oriented society. (MC)

ED 076 030

EM 011 026

Hansen, Duncan N.

Information Processing Models for Reading Skill Acquisition. Technical Report.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Report No.—AD-754-390; FSU-CAI-TR-20

Pub Date 30 May 71

Note—42p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-754 390, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, Comprehension, Computer Assisted Instruction, *Information Processing, Learning Processes, *Models, *Reading, *Reading Comprehension, Reading Skills, *Research Needs

Three generic types of information processing (IP) models are considered in this paper. They are: the General Problem Solver, developed by Simon; interactive natural language models exemplified by the work of Weizenbaum, and the quantitative instructional models developed by Atkinson. These were selected primarily because of their potential for illustrating IP components processes within models that are highly promising for understanding the reading-learning process. Three component processes—information structures, process components, and systems processes—usually found in information processing models are then analyzed. Recent empirical research in the three models is summarized. Finally, three research needs in the field of reading comprehension are described. They include: the nature of the self-monitoring process which successful readers use; the way people apply their skills of error and analysis in reading; and strategies for dealing with issues like the trade-off between precise decoding vs. scanning. (JK)

ED 076 031 EM 011 029

McHugh, Paul

Applications of Videotape Resources in Manpower

Development Programs. Final Report.

Mobilization for Youth, Inc., New York, N.Y.

Experimental Manpower Lab.

Spons Agency—Manpower Administration

(DOL), Washington, D.C.

Report No.—DLMA-82-36-71-07-25; PB-214-

047-3

Pub Date Nov 72

Note—46p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-241 047-3, MF \$0.95; HC \$3.75)

Document Not Available from EDRS.

Descriptors—Evaluation Methods, Interviews, Job Analysis, *Job Skills, *Manpower Development, Media Technology, *Training, Video Equipment, *Video Tape Recordings

Mobilization for Youth (MFY) found that videotape had several advantages and uses in a manpower training program. These uses included skills training, interview training, instruction in safety practices, orientation to handling of costly materials, and job analysis. Administrators used it for training employees, for recording consultants' advice, and for training evaluators to make objective observations. The components of a videotape system and production techniques are described briefly. (JK)

ED 076 032 EM 011 030

General Training System; GENTRAS. Final Report.

International Business Machines Corp., Gaithersburg, Md. Federal Systems Div.

Spons Agency—Marine Corps, Washington, D.C.

Report No.—AD-754-142; M00027-70-C-0100

Pub Date 12 Feb 71

Note—44p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-754 142, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Cost Effectiveness, *Job Analysis, Job Skills, Job Training, *Military Training, *Models, Program Descriptions, Systems Approach, *Training

Identifiers—*General Training System, GENTRAS, Marine Corps

GENTRAS (General Training System) is a computer-based training model for the Marine Corps which makes use of a systems approach.

The model defines the skill levels applicable for career growth and classifies and defines the training needed for this growth. It also provides a training cost subsystem which will provide a more efficient means of managing the quantitative aspects of Marine Corps training based on clearly stated field requirements. The implementation plan specifies the tasks, resource requirements, and structure necessary to put the system into effect.

Recommendations for other improvements in the training program system are included. (JK)

ED 076 033 EM 011 031

Goudket, Michael

An Audiovisual Primer.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 73

Note—74p.

Available from—Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, N.Y. 10027 (\$2.25)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Equipment Maintenance, Films, Instructional Media, Media Selection, Photographic Equipment, Photography, *Production Techniques, *Projection Equipment, Reprography, Tape Recorders, *Teacher Developed Materials, Television, Video Cassette Systems, Visual Aids

Designed as a working manual for instructors involved with audiovisual aids, this booklet provides information on all types of audiovisual systems and equipment. It gives basic instructions for making and preparing artwork visuals (graphs, maps, and transparencies), and briefly reviews printing, photography, photocopying, tape recordings, motion pictures, and videotaping in the classroom. The booklet is succinct in its presentation and is oriented toward a do-it-yourself point of view. Also included is a listing of audiovisual supply and information sources. (MC)

ED 076 034 EM 011 032

Buyer's Guide to Microfilm Equipment, Products and Services.

National Microfilm Association, Silver Spring, Md.

Pub Date Jan 73

Note—52p.

Available from—National Microfilm Association, Suite 1101, 8728 Colesville Road, Silver Spring, Maryland 20910 (Free)

Document Not Available from EDRS.

Descriptors—Computer Output Microfilm, Directories, *Guides, Library Equipment, *Mechanical Equipment, Microfiche, *Microfilm, Microform Reader Printers, Microform Readers, *Microforms, *Microreproduction, Projection Equipment, Reprography

Designed as a service to present and potential users of microfilm equipment products, and services, this guide lists sustaining members of the National Microfilm Association. Each company is categorized by product by service, some equipment specifications are provided for each company's product, and names and addresses of companies are provided. (SH)

ED 076 035 EM 011 034

Popham, W. James Baker, Eva L.

Classroom Instructional Tactics.

Pub Date 73

Note—158p.; See also EM 011 035, EM 011 036

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$6.95, paperback \$3.25)

Document Not Available from EDRS.

Descriptors—Affective Behavior, *Classroom Techniques, Discipline, Discipline Problems, *Individualized Instruction, Lesson Plans, Models, Nongraded System, Positive Reinforcement, Programmed Texts, *Reading Instruction, *Teaching Methods, Teaching Techniques, Team Teaching, Test Construction

This book consists of six self-instructional programs to be completed individually by the reader. The topics of the programs (and a brief description of each) are: written plans for classroom instruction (procedures that are appropriate for lesson plans and teaching units); individualizing instruction (including team teaching, nongraded instruction, and flexible scheduling); instructional tactics for affective goals (modeling, contiguity, and reinforcement); the teaching of reading (including a model, examples of reading objectives, activities which illustrate the use of the model, and test items useful for such a model); opening classroom structure (classroom arrangement and procedures); and discipline in the classrooms (contingency management, operant methods, and techniques using a reinforcement paradigm). (JK)

ED 076 036 EM 011 035

Popham, W. James

Evaluating Instruction.

Pub Date 73

Note—157p.; See also EM 011 034, EM 011 036

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$6.95, paperback \$3.50)

Document Not Available from EDRS.

Descriptors—*Educational Accountability, Evaluation, Evaluation Methods, *Measurement Techniques, Performance Criteria, Programmed Texts, *Self Evaluation, Supervisory Methods, *Teacher Evaluation, Teacher Supervision, Teaching Quality, Test Construction, Textbooks

This book consists of six self-instructional programs to be completed individually by the reader. Topics of the programs are: current conceptions of educational evaluation; modern measurement methods; instructional supervision; a criterion-referenced strategy; constructing teaching performance tests; using teaching performance tests; and alternative avenues to educational accountability. The latter includes personal, professional, and public accountability. (JK)

ED 076 037 EM 011 036

Baker, Eva L. Popham, W. James

Expanding Dimensions of Instructional Objectives.

Pub Date 73

Note—129p.; See also EM 011 034, EM 011 035

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$6.95, paperback \$2.95)

Document Not Available from EDRS.

Descriptors—*Affective Objectives, *Behavioral Objectives, Design Needs, *Humanization, Programmed Texts, Progressive Education, Student Participation, *Test Construction

Identifiers—Needs Assessment

This book of six self-instructional programs attempts to treat some of the central problems of the use of instructional objectives, especially the problem of reconciling objectives and a humanistic approach to teaching. The first program, humanizing educational objectives, suggests ways to involve students in writing objectives. Other topics include: deciding on defensible goals via needs assessment; identifying affective objectives; defining content for objectives, and writing tests which measure objectives. (JK)

ED 076 038 EM 011 037

Mitzel, Harold E. And Others

Experimentation With Computer-Assisted Instruction in Technical Education. Semi-Annual Progress Report.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Report No.—PSU-CAI-R-18

Bureau No.—BR-5-0035

Pub Date 31 Dec 68

Contract—OEC-5-85-074

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Science, *Educational Research, *Instructional Systems, Prompting, Spelling Instruction, State of the Art Reviews, Student Records, Teaching Methods, Testing

Side-developments of an instructional systems development team which are themselves important products of a research effort are documented in this report. The five studies presented include an investigation of the comparability of computer-assisted and conventional test administration, prompting and confirmation as instructional strategies with computer-assisted instruction, analysis of student performance records, a survey of computer science literature relevant to computer-assisted instruction, and a computer-assisted approach to spelling. (EM 011 038 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents). (SH)

ED 076 039 EM 011 038

Hall, Keith A. And Others

Inservice Mathematics Education for Elementary School Teachers Via Computer-Assisted Instruction (Dryden). Interim Report.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Appalachia Educational Lab., Charleston, W. Va.

Report No.—PSU-CAI-R-19

Pub Date 1 Jun 69

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Computer Assisted Instruction, Elementary Grades, *Elementary School Teachers, *Inservice Teacher Education, *Mathematics Education, Mathematics Instruction, *Mobile Classrooms, Modern Mathematics, Program Evaluation, Rural Education, Teacher Attitudes

Identifiers—Appalachia, Elmath

Cooperation between the Appalachia Educational Laboratory, International Business Machines, and the Computer Assisted Instruction Laboratory of the Pennsylvania State University led to an attempt to provide inservice education in modern mathematics for elementary school teachers throughout Appalachia and other areas which are geographically difficult to reach. Mobile vans were used, with computer assisted instruction mounted in them. The first eight weeks of implementation of this project are reported here, including a description of the program, evaluations of achievement and attitudes towards mathematics and computer-assisted instruction, curriculum revisions, and computer system operation and utilization. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, EM 011 049 through EM 011 058 are related documents.) (RH)

ED 076 040

EM 011 039

Yens, David P.
The Development and Evaluation of a Computer-Based Pure Tone Audiometer Trainer. Interim Report.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—PSU-CAI-R-20

Bureau No.—BR-7-0733

Pub Date 69

Grant—OEG-2-7-070733-4586

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audio Equipment, Audiology, *Audiometric Tests, *Audiometrists, Audition (Physiology), Clinic Personnel (School), *Computer Assisted Instruction, Computer Programs, Field Studies, *Input Output Devices, Simulation

The objectives of this project were to develop an audiometer-type terminal to be used in conjunction with computer-assisted instruction, to write a computer program simulating subjects with normal and abnormal hearing, and to field test the terminal and program with students and practicing nurses. This report presents the development of the simulated audiometer terminal, engineering aspects of the interface between the terminal and telephone line computer, the development of strategy and content for the course of instruction and practice and the programming of course content. Some encouraging results from preliminary field tests are also reported. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, EM 011 049 through EM 011 058 are related documents.) (SH)

ED 076 041

EM 011 040

Shortt, Roy F. Trueblood, Cecil R.

Teacher's Handbook: Elementary School Mathematics. Parts I and II.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Report No.—PSU-CAI-R-21

Pub Date Jun 69

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, Elementary School Teachers, Inservice Teacher Education, *Mathematics, *Mathematics Instruction, Supplementary Reading Materials, *Teaching Guides

An extension of a computer-assisted instruction (CAI) program developed at Pennsylvania State University, this handbook provides a variety of suggestions and activities for the teacher to use in the mathematics class. This first part concentrates on exercises designed to help the teacher learn the content, and it is keyed to a textbook and to on-line practice chapters of the program. Topics covered are sets and early number experiences, exponents, the Hindu-Arabic system, other numeration systems, addition, subtraction, multiplication, divisions, integers, fractions, decimals, and ratio and percent. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents.) (SH)

ED 076 042

EM 011 041

Hall, Keith A. And Others

Inservice Mathematics Education for Elementary School Teachers Via Computer-Assisted Instruction (Gladeville). Interim Report.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Appalachia Educational Lab., Charleston, W. Va.

Report No.—PSU-CAI-R-22

Pub Date 8 Aug 69

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Elementary Grades, Field Studies, *Inservice Teacher Education, *Mathematics Education, Mathematics Instruction, *Mobile Classrooms, Modern Mathematics, Rural Education

A second field test of a computer-based, mobile, in-service teacher education program in modern mathematics for elementary school teachers is reported here. Evaluations of the students' achievement and of their attitudes towards mathematics and computer-assisted instruction, as well as an analysis of the relationships among achievement, attitudes, and time devoted to studying with computer-assisted instruction are presented. A description of the curriculum revisions and the computer system operation are also provided. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents.) (RH)

ED 076 043

EM 011 042

Hall, Keith A. And Others

Inservice Mathematics Education for Elementary School Teachers Via Computer-Assisted Instruction (California). Interim Report.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Appalachia Educational Lab., Charleston, W. Va.

Report No.—PSU-CAI-R-25

Pub Date 21 Nov 69

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Elementary School Teachers, *Inservice Teacher Education, Mathematics, *Mathematics Instruction, Mathematics Teachers, *Program Evaluation, Student Attitudes, Student Opinion, Teaching Methods

Identifiers—Elmath

A field test of a computer-assisted instruction (CAI) program of inservice education in modern mathematics and mathematics teaching methods for elementary teachers was conducted at California, Pennsylvania in the summer of 1969. The course, called "elmath", consisted of 80% mathematical content and 20% teaching methods, with the methods units interspersed throughout so that each would be studied immediately following the presentation of related content. Results of various analyses of data gathered during the course from the 130 participants showed that the program was effective in providing inservice education for teachers of elementary school mathematics and other educators, that the program increased favorable attitudes toward mathematics, that the content of the course was probably learned faster in the CAI format than in a conventional classroom, that the course needed several revisions, and that both high and low achievers expressed favorable opinions toward CAI. Appended is a course description of "elmath" and a student opinion questionnaire. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents.) (SH)

ED 076 044

EM 011 043

Igo, Robert And Others

Commonwealth CAI Consortium, E.S.E.A., Title III.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-R-29

Pub Date 15 Jun 69

Grant—OEG-0-8-055230-3479

Note—2p.; See Also ED 059 604

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Algebra, *Computer Assisted Instruction, Grade 9, Individualized Instruction, *Mathematics Instruction, On Line Systems, Teacher Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

A computer-assisted instruction (CAI) course in Algebra and General Mathematics is being developed for ninth graders. The course includes a variety of conventional individualized learning experiences along with the "on-line" program. The on-line program accumulates student performance data and allows the teacher to assign appropriate off-line instructional materials to meet needs. Training sessions are planned for CAI teachers, and some remodeling is proceeding in local high schools for field testing of the program. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents.) (SH)

ED 076 045

EM 011 046

Igo, Robert And Others

Commonwealth CAI Consortium, E.S.E.A., Title III.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-R-32

Pub Date 28 Feb 70

Grant—OEG-0-8-055230-3479

Note—6p.; See Also ED 059 604

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, *Computer Assisted Instruction, *Curriculum Development, *Grade 9, Individualized Instruction, Mathematics Education, *Mathematics Instruction, Performance, Technical Reports

Identifiers—Elementary Secondary Education Act Title III

Algebra I and General Mathematics courses directed at a ninth grade population are being designed to include a tutorial program under computer control and a variety of supplemental learning experiences. Student performance data will not only control the flow of the program, but also will enable the classroom teacher to assign appropriate supplemental instructional materials to each student. Course revisions are accomplished through a monitoring of typewriter printouts by design personnel. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents.) (RH)

ED 076 046

EM 011 047

Igo, Robert And Others

Commonwealth CAI Consortium, E.S.E.A., Title III.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-R-33

Pub Date 15 Apr 70

Grant—OEG-0-8-055230-3479

Note—4p.; See Also ED 059 604

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Computer Assisted Instruction, *Educational Diagnosis, *Grade 9, *Individualized Instruction, *Mathematics Instruction, On Line Systems, Remedial Instruction

Identifiers—Elementary Secondary Education Act Title III

An individualized, computer-assisted instruction (CAI) program of courses in Algebra and General Mathematics was developed for ninth graders. The courses are "on-line", with students receiving instruction and their performances being recorded to direct the flow of instruction and to assign appropriate off-line instructional materials. On-line tests and remedial activities have been developed, and a procedure for providing feedback regarding course revisions has been devised. Local student teachers and classroom teachers in classes where the program has been field tested have also contributed to the course development. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents.) (SH)

ED 076 047

EM 011 049

Igo, Robert And Others

Commonwealth CAI Consortium, E.S.E.A., Title III.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-R-39

Pub Date 30 Jun 70

Grant—OEG-0-8-055230-3479

Note—7p.; See Also ED 059 604

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Computer Assisted Instruction, *Curriculum Development, Flowcharts, *Grade 9, *Individualized Instruction, *Mathematics Instruction, On Line Systems

Identifiers—Elementary Secondary Education Act Title III

An individualized, computer-assisted instruction (CAI) program of courses in algebra and general mathematics was developed for ninth graders. The courses are on-line; the students receive instruction and their performances are recorded to direct the flow of instruction and to assign appropriate off-line instructional materials. Flowcharts have been developed to illustrate the structure of a chapter of the course and an instructional block within a chapter for course correction and revision purposes. Functions of personnel for the summer of 1970 have been outlined, and facilities and schedules to be used have been identified. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents.) (SH)

ED 076 048

EM 011 050

Igo, Robert And Others

Commonwealth CAI Consortium, E.S.E.A., Title III.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-R-41

Pub Date 28 Feb 71

Grant—OEG-0-8-055230-3479

Note—13p.; See Also ED 059 604

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, *Computer Assisted Instruction, *Curriculum Development, *Grade 9, Individualized Instruction, Mathematics Education, *Mathematics Instruction, Performance, Technical Reports

Identifiers—Elementary Secondary Education Act Title III

Algebra I and General Mathematics courses using tutorial instructional programs under computer control supplemented by "off-line" materials (included in the computer controlled testing) have been developed for a ninth grade student population. The relationships of instructional materials, pretests, posttests, and choice points are illustrated by flow charts for a chapter and are an instructional unit within a chapter. The personnel, facilities, and procedures for course correction and revision are briefly summarized, and tables provide a description of the completeness of the courses, the evaluation plans, and a few very preliminary findings. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents. The preliminary report of the previous year, 1970, can be found as EM 011 046.) (RH)

ED 076 049

EM 011 051

Palmer, David D. And Others

Computer Assisted Remedial Education: Early Identification of Handicapped Children. Course Planning Manual.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—PSU-CAI-R-42

Bureau No.—48-2129

Pub Date Jun 71

Grant—OEG-0-9-482129-4394(032)

Note—64p.; See Also ED 054 063

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Programs, Educational Diagnosis, *Elementary School Teachers, *Handicap Detection, Handicapped Children, Individualized Instruction, *Inservice Teacher Education, *Learning Disabilities, Preschool Teachers, Programming, Remedial Instruction

Identifiers—CARE I, Computer Assisted Remedial Education

Computer Assisted Remedial Education (CARE) I was developed to provide a college level computer-assisted instruction (CAI) course for preschool and elementary school teachers dealing with the identification and diagnosis of

handicapping conditions in children. This fourth volume of the final report of CARE I is a planning manual giving a detailed description of all the programing techniques used. A first section presents a modified PERT chart with a list of activities and events required to produce one hour of tutorial CAI. Section Two is an alphabetically ordered list of certain techniques or conventions that were used in the CARE I project. EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents. (Author/SH)

ED 076 050

EM 011 052

Villwock, Mary Ann And Others

Computer Assisted Remedial Education: Early Identification of Handicapped Children. Syllabus.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—PSU-CAI-R-43

Bureau No.—48-2129

Pub Date Jun 71

Grant—OEG-0-9-482129-4394(032)

Note—213p.; See Also ED 054 063

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Computer Assisted Instruction, *Curriculum Guides, Educational Diagnosis, *Elementary School Teachers, *Handicap Detection, Handicapped Children, Individualized Instruction, *Inservice Teacher Education, Learning Disabilities, Preschool Teachers

Identifiers—CARE I, Computer Assisted Remedial Education

Computer Assisted Remedial Education (CARE) I was developed to provide a college level computer-assisted instruction (CAI) course dealing with the identification and diagnosis of handicapping conditions in children. This third volume is a syllabus describing the content and objectives of each instructional frame of the course. The purpose and descriptions of CARE I are offered in the first section, while Section Two contains a detailed listing of content, objectives, and modes of presentation used in CARE I. EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents. (Author/SH)

ED 076 051

EM 011 053

Cartwright, G. Phillip Mizel, Harold E.

Computer Assisted Remedial Education: Early Identification of Handicapped Children. Final Report.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—PSU-CAI-R-44

Bureau No.—48-2129

Pub Date Jun 71

Grant—OEG-0-9-482129-4394(032)

Note—148p.; See Also ED 054 063

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, Course Descriptions, Curriculum Development, Educational Diagnosis, *Elementary School Teachers, *Handicap Detection, Individualized Instruction, *Inservice Teacher Education, Learning Disabilities, Mobile Educational Services, Remedial Instruction, Special Education, Teacher Education

Identifiers—CARE I, Computer Assisted Remedial Education

Computer Assisted Remedial Education (CARE) I was developed for preschool and elementary school teachers to provide a college level computer-assisted instruction (CAI) course dealing with the identification and diagnosis of handicapping conditions in children. This first volume of the final report of CARE I covers the purposes and objectives of the course, the nature of CAI, a general course description, phases of development, course materials, and evaluative methods and results. EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents. (Author/SH)

ED 076 052

EM 011 054

Igo, Robert And Others

Commonwealth CAI Consortium Teacher's Manual. Algebra I and General Mathematics.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-R-46

Pub Date Sep 71

Grant—OEG-0-8-055230-3479

Note—143p.; See Also ED 059 604

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum Development, *Grade 9, Individualized Instruction, Mathematics Education, *Mathematics Instruction, *Teaching Guides

Identifiers—Algeb, Elementary Secondary Education Act Title III

Algebra I and General Mathematics courses using tutorial instructional programs under computer control supplemented by "off-line" materials (included in the computer controlled testing) have been developed for a ninth grade student population. This preliminary draft of a teacher's manual for the courses provides outlines of the course content, a reference for locating course content in the computer program, assignment sheets, and a description of the special routines included in the courses. Appended are terminal procedures, recommended "off-line" curriculum materials, a description of the "off-line" algebra program, descriptions of two supplementary drill programs, flowcharts, and a glossary of terms. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents. The technical report on the project is EM 011 050.) (RH)

ED 076 053

EM 011 055

Hall, Keith A. And Others

The Development, Implementation and Evaluation of a Pilot Program of Computer-Assisted Instruction for Urban High Schools: General Mathematics and Algebra I. Summary Report.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-R-48

Pub Date Sep 71

Grant—OEG-0-8-055230-3479

Note—25p.; See Also ED 059 604

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum Development, Grade 9, Individualized Instruction, Mathematics Education, *Mathematics Instruction, Performance, Pilot Projects, *Program Evaluation, *Technical Reports

Algebra I and General Mathematics courses using tutorial instructional programs under computer control supplemented by "off-line" materials (included in the computer controlled testing) have been developed for a ninth grade student population. This summary report (preliminary reports are EM 011 046 and EM 011 050, and the teacher's manual is EM 011 054) describes the structure of the individually adaptive curriculum, the computer system and the curriculum development. Evaluations involving both normed and non-normed achievement tests suggest that students achieve at least as well with the use of computer assisted instruction as from conventional instruction alone. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents.) (RH)

ED 076 054

EM 011 056

Thompson, Ruby L.

Computer-Assisted Phonic Analysis: A Validation Study.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Report No.—PSU-CAI-R-52

Pub Date Mar 73

Note—311p.; Ph.D. Thesis; Pennsylvania State University

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Branching, *Computer Assisted Instruction, Individualized Instruction, *Phonics, Program Evaluation, Reading Instruction, Self Evaluation, *Teacher Education, Teaching Methods

A study was designed to investigate and evaluate the development of a computer-assisted instruction (CAI) phonics program. The program was administered to 36 students enrolled in an undergraduate reading methods course. Subjects were pretested, and based on pretest performance, they were branched to CAI which in-

cluded illustrative lessons, student self-evaluation, and computer evaluation of multi-lined constructed responses. Results of analyses of pretest and posttest data showed that the course was valid for instruction at the designated level—a comparison of the pretest and posttest performance revealed significant gains for each student. Recommendations for future research and course optimization include requiring the course for preservice reading teachers and using these groups for future revisions, incorporating a mastery model, and including some consequential evaluation of the revised course. EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents. (SH)

ED 076 055 EM 011 057

Hall, Keith A. And Others

Sample Computer Assisted Instruction Student Interactions.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Teachers Corps.; Pennsylvania State Univ. Foundation, University Park.

Report No.—PSU-CAI-R-53

Pub Date Dec 72

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Handicap Detection, *Individualized Instruction, *Inservice Teacher Education, Mobile Classrooms, *Remedial Instruction, Teacher Education

Identifiers—CARE 1, *Computer Assisted Remedial Education

To convey to those who have had no experience with computer-assisted instruction an impression of the experience that students have in a CAI course, this report presents in print the sequence of instruction that one student received from one chapter of the course, Computer Assisted Remedial Education (CARE 1): Introduction to the Education of Exceptional Children. In addition to the content outlines, and pictures of the cathode ray tube throughout, comment is provided to make clear the flow of the course. (EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 058 are related documents.) (RH)

ED 076 056 EM 011 058

Ward, Marjorie Ellen

Examination and Application of Formative Evaluation for Author Utilization During the Preparation of a CAI Course.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.; Pittsburgh Univ., Pa. School of Education.

Report No.—PSU-CAI-R-56

Pub Date Dec 72

Note—153p.; Ph.D. Thesis; University of Pittsburgh

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, Curriculum Development, *Formative Evaluation, Input Output Devices, Models, Special Education, *Teacher Education, *Visually Handicapped

Identifiers—CARE, *Computer Assisted Remedial Education

A study was devised to investigate the use of formative evaluation during the preparation of a course entitled "Education of Visually Handicapped Children" designed for presentation to students through computer-assisted instruction (CAI). Various models for formative evaluation were examined, the Baker and Schutz cycle for instructional product development was selected for use, and this model was implemented. Conclusions drawn from formative evaluation activities showed that the general model for the instructional product development as adapted for the study was appropriate, that formative evaluation can be carried out by the course author, that weaknesses in course material can be easily identified, that results of formative evaluation procedures can assist the course author in making revisions, and that initial success with CAI student terminal equipment is important to maintain a student's confidence and desire to continue in the course. EM 011 037 through EM 011 043, EM 011 046, EM 011 047, and EM 011 049 through EM 011 057 are related documents. (Author/SH)

ED 076 057

Vivekananthan, Pathe S.

How to Build a Simulation Model; A Computer Language Approach.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0348

Pub Date Mar 73

Grant—OEG-2-7-070348-2698

Note—25p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, La., February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, Flow Charts, *Models, *Programming Languages, Research Tools, *Simulation, Systems Approach

Identifiers—*General Purpose Simulation System, GPSS

The purpose of this project was to develop a "meta model"—a plan which could assist investigators in building models—using a computer simulation language. It is based on the assumption that there is a one-to-one correspondence between using a simulation language and building a model. The language selected is the General Purpose Simulation System (GPSS), which is built on the modular or block system. Each block has a specific function and can be arranged in such a way that the arrangement imitates the system under study. There are three steps involved in construction of a model: 1) delineation of system entities; 2) flow charting and selection of GPSS blocks, and 3) simulation. The definition of these blocks and selection of appropriate blocks for a problem are explained. (JK)

ED 076 058

Jamison, Dean And Others

The Effectiveness of Alternative Instructional Media: A Survey.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Federal Council for Science and Technology, Washington, D.C.

Pub Date Feb 73

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, Computer Assisted Instruction, Conventional Instruction, Educational Radio, Educational Technology, Educational Television, Effective Teaching, *Evaluation, *Instructional Media, *Instructional Technology, Instructional Television, Programmed Instruction, Radio, State of the Art Reviews, Technological Advancement

The results of research on the effectiveness of four alternative instructional media are reviewed: traditional classroom instruction, instructional radio, instructional television, programmed instruction, and computer-assisted instruction (CAI). It was concluded that students learn effectively from all these media; relatively few studies indicate significant differences between media in effectiveness. Future research should focus on four areas: 1) determine if programmed instruction and CAI can be shown to save instructional time over a longer period and with a higher percentage of students; 2) investigate long-term effects of instructional technologies on students' motivations; 3) investigate the long-term effects of the individualization and privacy made possible by some of the technologies; and 4) future investigations should consider more imaginative uses of new technologies instead of using technology to provide a simulation of some traditional method. (RH)

ED 076 059

Mayo, John K. And Others

The Mexican Telesecundaria: A Cost-Effectiveness Analysis.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Mar 73

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cost Effectiveness, Developing Nations, Educational Change, *Evaluation, Instructional Media, *Instructional Television,

EM 011 060

*Intermediate Grades, Program Descriptions, Rural Education, Secondary Education

Identifiers—Mexico, *Telesecundaria

"Telesecundaria" has for the past six years attempted to provide secondary education (grades 7-9) by television to those students who would normally not be able to continue their education beyond the primary level. The study reported here aimed to evaluate the system, especially its cost-effectiveness, suggest strategies for improvement, and make Mexico's experience available to other nations wishing to use technology to expand education opportunity. Characteristics of the Telesecundaria system, the evaluation methodology, costs of the television and conventional systems per pupil, the ability of the two systems to satisfy educational demand, the results in terms of student learning and attitudes, and some general conclusions and strategies are reported. (Author/RH)

ED 076 060

O'Neil, Harold F., Jr. And Others

The Effects of Anxiety Reduction Techniques on Anxiety and Computer-Assisted Learning and Evaluation of College Students. Final Report.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0210

Pub Date Dec 72

Grant—OEG-4-71-0027

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Anxiety, *College Students, *Computer Assisted Instruction, Curiosity, Intelligence Tests, Progressive Relaxation, *Student Behavior, *Testing

The goal of this project was to examine various anxiety reduction techniques on the state anxiety levels and performance of college students. These techniques ranged from instructional to experimental treatments and were investigated in a range of computer-based situations. The state-trait anxiety inventory developed by Spielberger, Gorsuch, and Lushene (1970) was used to measure both trait and state anxiety in these studies. The materials were presented by an IBM 1500 computer-assisted instruction system, which also presented the state anxiety scales and recorded student responses. Six studies were conducted to accomplish the project goals. The first study focused on the effect of stimulating curiosity as an anxiety-reducer. Next, a series of five studies examined the impact of anxiety on computer-based intelligence testing, and methods were investigated for reducing test anxiety. Prior terminal experience was shown to reduce anxiety for students during a computer-administered intelligence test. The comparative effectiveness of these test anxiety reduction treatments across the several studies was discussed. (Author)

ED 076 061

Media and the Disadvantaged. Instructional Technology as the Equalizer for Disadvantaged Students.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—101p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$5.00 must accompany order)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Case Studies, Conference Reports, *Culturally Disadvantaged, *Disadvantaged Youth, Educational Accountability, Educational Technology, Information Dissemination, *Instructional Programs, *Instructional Technology, Media Selection, Media Specialists, Media Technology, Program Descriptions, Program Evaluation, Role Playing

Identifiers—ERIC Clearinghouse on Media and Technology, Information Center, Media and Disadvantaged Project

Representatives from seven media-oriented instructional programs for disadvantaged students met with staff members from the Educational Resources Information Center (ERIC) Clearinghouse on Media and Technology to discuss the philosophy underlying their efforts, means of developing instructional objectives and

strategies, criteria for the selection of materials, and ways of evaluating performance. Topics discussed include the merits of locally developed materials versus those of commercial products, evaluation of the affective domain, role playing by children, the use of radio, the role of the teacher, factors influencing the choice of media, traits of the culturally different learner, and an inventory of priorities as seen by those working in the field. A glossary of selected terms, descriptions of the seven model projects, and the results of a survey of chief state school officers used to identify such projects are also included in the report. (PB)

ED 076 062 40 EM 011 118

Boone, Daniel R. Prescott, Thomas E.

Application of Videotape and Audiotape Self-Confrontation Procedures to Training Clinicians in Speech and Hearing Therapy, Part II. Final Report.

Denver Univ., Colo. Speech and Hearing Center. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—152310

Pub Date 15 Sep 72

Grant—OEG-0-70-4758(607)

Note—216p.; See also ED 064 963

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Feedback, Hearing Therapists, Hearing Therapy, Instructional Aids, Instructional Programs, *Phonotape Recordings, Program Descriptions, Rating Scales, Scoring Formulas, *Self Evaluation, Speech Therapists, Speech Therapy, *Therapists, *Training, *Video Tape Recordings

Identifiers—Self Confrontation

Four years of work on a technique designed to improve the training of speech and hearing therapists are summarized here. The technique reported involves the use of audiotapes and videotapes to allow the trainee to observe himself in therapeutic interactions along with a series of scoring systems to provide quantitative data about therapy. Appendixes include the questionnaire items involved, the scoring manual, and a journal article about the research. (RH)

FL

ED 076 063

FL 003 479

McCulloch, John J. B., Ed.

English around the World, Number 1.

English-Speaking Union of the U. S., New York, N. Y.

Pub Date Nov 69

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Centers, *English (Second Language), Language Development, *Language Instruction, *Language Role, Latin American Culture, *Newsletters, Second Language Learning

In the first issue of the newsletter, the editor indicates that one of the functions of the newsletter is to be an experimental attempt to mirror the ups and downs of the English language in today's world. This issue includes articles on the role of English in Latin America, Hungary, Indonesia, Denmark, and Cameroon. Other articles deal with the role of the British Broadcasting Corporation, the British Council, and amateur radio in spreading the use of English, and with the potential danger of the fragmentation of English through wide dissemination. (VM)

ED 076 064

FL 003 754

McCulloch, John J. B., Ed.

English around the World, Number 7.

English-Speaking Union of the U. S., New York, N. Y.

Pub Date Nov 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English (Second Language), Language Development, *Language Instruction, *Language Role, *Newsletters, Second Language Learning, Status

This newsletter continues to report on the use and instruction of English throughout the world. Articles here concern the status and role of English in Zaire, Portugal, Taiwan, Israel, Tanzania, and Burundi. One report discusses the work and scope of the Center for English Language

Research and Teaching in Beirut; another article reports on several projects in Australia dealing with teaching English to migrants. (VM)

ED 076 065

FL 003 796

Slobin, Dan Isaac

Leopold's Bibliography of Child Language.

Pub Date 72

Note—202p.; Revised and augmented edition of W.F. Leopold's "Bibliography of Child Language" published in 1952

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Child Development, *Child Language, Hungarian, Language, *Language Development, *Language Research, Linguistic Theory, Non English Speaking Identifiers—Leopold (Werner)

This unannotated bibliography deals primarily with questions concerning a child's acquisition of language and lists references dating from 1250-1967, reporting research from America, Western and Eastern Europe, and, to a lesser extent, from Japan. The main section of the book is an alphabetical listing of works on the subject of child language acquisition, coded to suggest more specific topics within that field. The first appendix, added in March 1972, lists current research conducted on non-English child language; the material is organized by general topics. Appendix B is a bibliography of Hungarian works on topics of general interest in the field of language acquisition—specifically the acquisition of Hungarian by normal children. The indexes facilitate research according to content of reference. (VM)

ED 076 066

FL 003 801

Wu, C. K. Wu, K. S.

A New System for Classification of Chinese Characters: Initial Three-Stroke Index System (Tou San-Bi Jyandzfa).

Pub Date 25 Nov 72

Note—11p.; Paper presented at the Chinese Language Teachers Association Conference, Atlanta, Ga., November 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Classification, *Dictionaries, *Ideography, Instructional Aids, *Mandarin Chinese, *Permuted Indexes, Teaching Models

Since the 17th century, Chinese lexicography has been dominated by a character classification system divided into 214 radical groups. The proposed initial three-stroke system would eliminate the need to select (or guess) the proper radical and count strokes. The aim of the system is to facilitate the use of dictionaries and provide the student with a better base for independent study. In the new system the strokes of characters are classified into five groups in the order of: (1) horizontal, (2) vertical, (3) down-left, (4) dot, and (5) turned strokes. The initial three-stroke directions of all characters are then identified by digits from the number groups and, if necessary, further sub-grouped by succeeding strokes. This new system, which will require further study and improvement, is a combination of several existing systems. In particular, it will give priority to teaching stroke recognition, proper stroke order in writing, and recognition of differences between printed forms and longhand. (RS)

ED 076 067

FL 003 805

Slager, William R., Ed. Madsen, Betty M., Ed.

Language in American Indian Education.

Utah Univ., Salt Lake City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 72

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indian Culture, *American Indian Languages, Bibliographies, *Bilingual Education, Bilingualism, Demography, Language Classification, Language Skills, *Navaho, *Resource Materials, *Second Language Learning

Several articles dealing with bilingual education and language acquisition among American Indians illustrate problems representative of this ethnic minority. The major article by W. Miller considers the Shoshoni language as an "obsolescing" language, and a bibliography of the Numic languages is included. The information exchange section reports on: (1) a conference on child language, (2) summaries and excerpts from

conference papers, (3) population change, (4) Indian student leadership and inservice training, (5) language instruction, (6) English kindergarten for speakers of Miccosukee, (7) films for classroom use, (8) student publications, (9) American Indian Historical Society periodicals, (10) teacher corps, (11) Title 7 projects for Indian languages, and (12) local resource materials. Books reviewed include "Conceptual Learning," "Early Childhood Bilingual Education," and "Adapting and Writing Language Lessons." Several short stories are also included. (RL)

ED 076 068

FL 003 812

Caldwell, Genelle Beusch, Ann

Wholeness in Learning: A Curriculum Guide for Foreign Language Programs in the Middle Grades.

Delaware State Dept. of Public Instruction, Dover; Henrico County School System, Highland Springs, Va.; Maryland State Dept. of Education, Baltimore.

Pub Date 72

Note—78p.; Working draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Curriculum Guides, Educational Objectives, *Educational Philosophy, Educational Planning, Junior High Schools, Language Instruction, Language Programs, *Middle Schools, *Modern Languages

This curriculum guide for junior high school foreign language programs illustrates ways in which language instruction is related to the official educational philosophy of the states of Maryland and Delaware. Sections contained in the guide include: (1) relating educational goals, (2) goals of foreign language study, (3) general educational goals and student objectives in foreign languages, (4) administrative considerations for programs in the middle grades, (5) characteristics of the learner in the middle grades, (6) suggested curriculum for foreign language in the middle school, (7) overall goals, curriculum components, broad theme, sources of content, (8) constructing a unit of study for the middle school, (9) choosing a unit theme, stating the overall purpose, selecting key ideas, choosing concepts, and writing performance objectives, and (10) sample tasks. Several samples of materials used in the language laboratory are included. (RL)

ED 076 069

FL 003 817

Canham, G. W., Ed.

Mother-Tongue Teaching. International Studies in Education 29.

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date 72

Note—103p.

Available from—Unipub, Inc., P.O. Box 433, New York, N.Y. 10016 (\$4.00)

Document Not Available from EDRS.

Descriptors—Child Language, Communications, *Conference Reports, *International Education, *Language Skills, Oral Communication, Oral Expression, *Second Language Learning, *Speech, Teaching Methods

This book is a summary of the reports received from the various countries which participated in a conference on native language learning and teaching. The reports are based on questionnaires sent out by the Unesco Institute for Education prior to the meeting. Chapters include a general review of the pre-conference reports, extracts from one of the reports, seeing the problem, children's awareness of language, "The intellect or the sensibilities?" and proposals for research. Appendixes contain proposals for research into the teaching of Arabic as a mother tongue, and a research proposal for circulation to possible sponsors. (RL)

ED 076 070

FL 003 867

Wurm, S. A.

The Classification of Papuan Languages and Its Problems.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 72

Note—61p.; In Linguistic Communications, 6, 1972. Revised version of a paper read at the annual meeting of the Linguistic Society of Austria, Sydney, May 17, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Contrastive Linguistics, Diachronic Linguistics, *Language

Classification, Language Development, *Language Research, Language Typology, Linguistic Theory, Migration Patterns, Phonetics, *Research Criteria, *Research Methodology, Vocabulary

Identifiers—Papuan Languages

This paper discusses research and developments in the study of Papuan languages, a designation formerly used to group those languages which were geographically close to, but structurally quite different from, the Austronesian languages; the grouping had nothing to do with relationships among the Papuan languages themselves. Increasing knowledge and the discovery of new languages which provide recognizable links between languages which appeared to be unrelated have led to the classification and typology of the Papuan languages. This paper considers the groupings that have been established and problems in classification. The author discusses research methodology and presents lexical, typological, and structural criteria for establishing relationships. In the final sections, the author traces the language development and migration in the area and summarizes his classification of Papuan languages. (VM)

ED 076 071 FL 003 976

Forbes, Barbara

French-African Cultures: A Resource Unit.

Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African Culture, *African History, *Cross Cultural Studies, *Cultural Education, Environment, French, *Instructional Materials, Teaching Guides

This resource unit concerns French-African cultures and their influence on other cultures. The materials may be incorporated into Levels 3, 4, and 5 French classes. Topics in the outline include environmental aspects; historical background; and cultural differences expressed in Senegal, Guinea, Mali, Cote d'Ivoire, Haute Volta, Togo, Dahomey, Niger, Tchad, Cameroun, Republique Centre-Africaine, Gabon, Congo-Brazzaville, and Congo-Kinshasa. A bibliography and list of other materials are included. (RL)

ED 076 072 FL 003 994

Backus, Robert L.

Two Modes of Counting in Japanese.

California Univ., Berkeley. Japanese Linguistics

Workshop.

Pub Date Dec 72

Note—21p.

Journal Cit—Papers in Japanese Linguistics; v1 n2 p174-194 Dec 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chinese, Criteria, *Descriptive Linguistics, Diachronic Linguistics, *Japanese, Language Development, Language Research, Language Styles, Linguistic Theory, *Nominals, Numbers, *Number Systems, Psycholinguistics, *Semantics, Suffixes

This paper seeks to formulate a principle that explains the working of the Japanese number system with respect to Japanese nouns and that defines the kinds of nouns and contexts that condition the forms of number expressions. It is the author's theory that in applying numbers to nouns, the Japanese make a formal distinction between things they conceive as being independent and self-contained and things they conceive as being dependent and attributive. A form containing a classifier implies that the object of quantification is felt to be independent; a form that omits the classifier implies that the object is felt to be attributive to something else. The author enlarges upon these theories and discusses exceptions which can be attributed to language styles or particular derivations. He establishes the categories of count noun, numeral suffix, numeral adjunct, and numerical compound to formalize his discussion. Concluding remarks concern Chinese. (VM)

ED 076 073 FL 004 022

Deeken, Hans Werner

Language Teaching: Crisis or Opportunity.

Washington Association of Foreign Language Teachers, Pullman.

Pub Date Jan 73

Note—7p.; Paper presented at the annual conference of the Washington Association of

Foreign Language Teachers, Seattle, Washington, October 21, 1972

Journal Cit—W.A.F.L.T. Forum; v5 n2 p15-21 Jan 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Attitudes, Educational Change, *Educational Status Comparison, Instructional Program Divisions, *Language Instruction, Modern Languages, Professional Associations, *Second Language Learning, *Teacher Attitudes

The nature and dimensions of the crises facing the language teaching profession are explored in this speech. Community and teacher attitudes must be redirected if language learning is to remain at the center of humanistic education. In achieving such change, teachers are exhorted to become "consumer-oriented" and utilize existing media to their advantage. Coordination of local, regional, state, and national associations having an interest in foreign language instruction is seen as being essential to the development of a united profession. (RL)

ED 076 074 FL 004 023

Riegel, Klaus F.

Introduction to Developmental and Historical Structuralism.

Educational Testing Service, Princeton, N.J.

Report No.—R-Bull-72-53

Pub Date Nov 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, Behavior Patterns, Cognitive Development, Genetics, Interaction, Learning Theories, *Linguistics, Literature Reviews, Mathematical Concepts, *Mathematics, *Philosophy, Physiology, *Psychology, Sociology, Space, *Structural Analysis, Structural Linguistics, Time, Transformations (Language), Transformation Theory (Language)

This paper discusses the development of structuralism in psychology, linguistics, mathematics, philosophy, anthropology, and sociology by citing theories supported by thinkers in all these fields. The contrast between structure (schema, pattern, gestalt) and function (activity, interaction, transformation) is used as the point of departure for the discussion. The author seeks to emphasize the mutual dependency of these two concepts as seen in more recent theories. Piaget's theories concerning development are discussed at length. Concluding remarks review the trends and options of modern psychology. (VM)

ED 076 075 FL 004 024

Suppes, P. And Others

The French Syntax and Semantics of Philippe,

Part I: Noun Phrases. Psychology & Education

Series.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va.

Report No.—TR-195

Pub Date 3 Nov 72

Note—196p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Ambiguity, *Child Language, Form Classes (Languages), *French, *Generative Grammar, Grammar, *Language Development, *Language Research, Linguistic Performance, Linguistic Theory, Mathematical Linguistics, Nominals, Probability, Psycholinguistics, Research Methodology, Semantics, Speech, Statistical Analysis, Syntax, Tables (Data)

This is the first in a series of reports concerned with the analysis of a young child's spoken French. The research methodology is described and the corpus used for analysis is presented; the bulk of the analysis concerns the noun phrases used by the child. The main thrust of the report deals with the type of grammar applied to the corpus for analysis; the authors advocate the use of a probabilistic generative grammar which introduces probabilistic parameters which govern the use of a given generative rule and which permit a goodness-of-fit criterion which discriminates between the suitability of two different grammars for the same corpus. Two different grammars are applied to the corpus for analysis and the authors indicate a preference for the second grammar which, although it accounts for a slightly lower percentage of the total utterances in the corpus, provides a better fit in terms of frequency of uses of the generative rules matching the actual frequencies of grammatical types. (Author/VM)

ED 076 076 FL 004 030

[Unipacs: A-LM German, Units 3-29].

West Bend High Schools, Wis.

Note—514p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Audiolingual Methods, *German, Individualized Curriculum, *Individualized Instruction, Individualized Programs, *Instructional Materials, Language Learning Levels, Language Skills, Modern Languages, Secondary Schools, *Second Language Learning, *Supplementary Textbooks, Teaching Methods, Vocabulary

These instructional materials, designed for use with the "A-LM" German language course, permit teachers to individualize instruction. Basic objectives are outlined concerning basic dialogues, vocabulary, supplementary materials, reading, grammar, recombination materials, and creative conversation. A student checklist serves as a guide for the student, indicating required work in the suggested sequential order. Unit and sub-unit tests are included for self-evaluation of basic language skills. (RL)

ED 076 077 FL 004 031

[Unipacs: A-LM Spanish, Units 7-42].

West Bend High Schools, Wis.

Note—754p.

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—Audiolingual Methods, Individualized Curriculum, *Individualized Instruction, Individualized Programs, *Instructional Materials, Language Learning Levels, Language Skills, Modern Languages, Secondary Schools, *Second Language Learning, *Spanish, *Supplementary Textbooks, Teaching Methods, Vocabulary

These instructional materials, designed for use with the "A-LM" Spanish language course, permit teachers to individualize instruction. Basic objectives are outlined and a student checklist of required activities for each unit is included. Worksheets and unit tests are also provided. (RL)

ED 076 078 FL 004 032

[Unipacs: A-LM French, Units 2-26].

West Bend High Schools, Wis.

Note—914p.

EDRS Price MF-\$0.65 HC-\$32.90

Descriptors—Audiolingual Methods, *French, Individualized Curriculum, *Individualized Instruction, Individualized Programs, *Instructional Materials, Language Learning Levels, Language Skills, Modern Languages, Secondary Schools, *Second Language Learning, *Supplementary Textbooks, Teaching Methods, Vocabulary

These instructional materials, designed for use with the "A-LM" French language course permit teachers to individualize instruction. Basic objectives are outlined concerning basic dialogues, vocabulary, supplementary materials, and conversation stimulus. A student checklist serves as a guide for the student, indicating required work in the suggested sequential order. Unit and sub-unit tests are included for self-evaluation of listening, reading, oral discrimination, writing, and pronunciation skills. (RL)

ED 076 079 FL 004 075

Estrada, Beatrice T. And Others

Manual of Sentence Patterns for Teaching English as a Second Language.

Gallup-McKinley County Schools, Gallup, N. Mex.

Pub Date 66

Note—261p.; Revised

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Basic Vocabulary, *Bilingualism, *Curriculum Guides, *English (Second Language), Instructional Materials, Language Development, Language Enrichment, *Language Instruction, Lesson Plans, *Manuals, Non English Speaking, Sentence Structure, Teaching Guides, Vocabulary Development

The purpose of this manual, which contains 183 lessons, is to present a method for teaching English to all non-English-speaking students entering school for the first time. Each lesson is divided into four major sections: "Review," "Teach," "Suggested Procedures," and "Enrichment Activities." Patterns, vocabulary, and sounds to be introduced, reviewed, or re-emphasized are listed in the "Teach" section. Pattern sentences needed for comprehension of the materials taught and for day-to-day living in

the school community are listed. The review patterns are those which have been presented in previous lessons and which can be used with the new patterns presented in the lesson. Basic instructions for using the manual are included in the preface; appendixes present information on vocabulary and a sequential list of sentence patterns. (Author/SK)

ED 076 080 FL 004 105

Cortes-Hwang, Adriana

Chile: Una Vision Politica, Economica y Social (Chile: A Political, Economic, and Social View). Pennsylvania State Modern Language Association.

Pub Date 72

Note—5p.; Paper presented at the Spring Conference of the Pennsylvania State Modern Language Association, Shippensburg State College, May 8, 1971

Journal Cit—PSMLA Bulletin; v51 n1 p24-28 F 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communism, Economics, Foreign Policy, *Government Role, *History, *Latin American Culture, National Programs, Natural Resources, Political Affiliation, Political Issues, Political Science, *Politics, Social Environment, *Socioeconomic Background, Spanish Speaking

Identifiers—*Chile

This address seeks to explain in brief the historical background and political, economic, and social conditions leading to the democratic election of a Marxist president in Chile. A historical sketch of Chilean government from independence in 1810 is provided with a description of the situation just before Salvador Allende's election in 1969. Some of the political, economic, and social programs and aims of Dr. Allende's government are explained. (VM)

ED 076 081 FL 004 106

Beebe, Ralph D.

The Determination of the Frequency of Syntactical Patterns in Present-Day Written Australian English.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 71

Note—16p.; In Linguistic Communications, 3, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, Descriptive Linguistics, *English, Language Patterns, *Language Research, Linguistic Theory, *Research Methodology, *Sentence Structure, Statistical Analysis, Surface Structure, *Syntax, Verbs, Written Language

Identifiers—Australia

Confronted with the problem of determining the frequency of syntactical patterns in present-day written Australian English, the author employs a method of analysis which produces an output in the form of a two-dimensional line diagram showing all the syntagms comprising the sentence under analysis. For the remaining problem of sorting the diagrams into divisions and sub-divisions of syntagms, the author advocates the use of a method of linearization used for sorting structural diagrams of chemical compounds. A description of the methodology is provided along with an explanation of its adaptation to language analysis. (VM)

ED 076 082 FL 004 112

Platt, J. T.

Nouns, Verbs and NP Complements.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 71

Note—8p.; In Linguistic Communications, 3, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Descriptive Linguistics, *English, Grammar, Language Research, Linguistic Theory, *Nominals, Sentences, Sentence Structure, *Syntax, *Verbs

This paper investigates restrictions on three types of noun-phrase complements (gerundive, infinitive, clause) in English and seeks to point out some parallels between the occurrence of these three types in object positions. The author first presents a list of verbs which may be followed by noun-phrase complements; he then considers the occurrence of prepositions after the nominalized forms or nouns related to the verbs in the first list. A charting of co-occurrence possibilities in each case permits generalizations and categorization of particular behaviors. (VM)

ED 076 083

Zatorski, R. J.

Recovering Scenes from Linguistic Representations.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 70

Note—21p.; In Linguistic Communications, 2, 1970. Paper read at the Conference on Theoretical Linguistics, University of Sydney, Australia, August 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deep Structure, *Descriptive Linguistics, English, Graphemes, Language Research, *Linguistic Theory, *Models, Morphemes, Phonology, *Semantics, *Sentence Structure, Surface Structure, Transformation Generative Grammar, Transformations (Language), Transformation Theory (Language)

This paper cites the inadequacy of transformational generative grammar theories in their attempts to describe the meaning of a given sentence. The author sees the specification of meaning involving the recovery of the particular section or sections of the world model communicated or represented by the sentence. As a corollary, the author argues that sentences of English are essentially representations of "scenes" in the world model and not representations of objects. The author proposes a model for sentence analysis which seeks to recover meaning by rejecting the notion that sentences are "nothing but" objects and that their "disambiguations" are the representations of these objects. Recovery of scenes from sentential representations is considered equivalent to meaning-specification for language. (VM)

ED 076 084

Kaldor, Susan Shell, Ruth

Multilingual Speakers' Problems in Decoding in a Second Language.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 70

Note—23p.; In Linguistic Communications, 2, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Communication Problems, Comparative Analysis, Educational Experiments, English, *Error Patterns, Language Research, *Learning Difficulties, Linguistic Competence, Monolingualism, *Multilingualism, Phonology, Psycholinguistics, Second Language Learning, *Second Languages, Semantics, Suprasegmentals, Surface Structure, Syntax, Thought Processes

Through an experiment investigating the processes used by several speakers of Asian languages to decode passages by speakers of Australian English, this paper seeks to establish and categorize the types of problems encountered by multilingual speakers when decoding the speech of monolingual speakers in one of their (the multilinguals') second languages. The paper first sketches the differences between problems of encoding and decoding by a multilingual when communicating with a monolingual in one of his (the multilingual's) second languages. The authors then present a preliminary typology of decoding problems of multilingual speakers. Three main types of errors are isolated: omissions, intrusions, and replacements. Subtypes under these headings are considered and the relative roles of the phonological, semantic, and syntactic mechanisms are discussed. The final remarks pose questions for further research with a view to consideration of the differences between monolingual and multilingual decoding. (VM)

HE

ED 076 085

Mortimer, Kenneth P.

Forms of Campus Governance: Joint Participation, Separate Jurisdictions and Collective Bargaining.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jan 73

Note—23p.; Speech presented at the annual meeting of the American Association of Colleges, San Francisco, January 16, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Collective Bargaining, *Decision Making, *Governance, *Higher

HE 003 832

Education, Institutional Administration, *Power Structure, Speeches

This paper discusses three major statements on shared authority and points out that there appear to be three types: joint participation in decision-making, separate jurisdictions, and collective bargaining. Academic senates and campus councils are the major manifestations of the first two types and a brief discussion of the state and their evolution is provided. A major section of the paper deals with collective bargaining as a governance mechanism. The paper concludes with a brief discussion of the directions in which governance reforms appear to be heading. A 16-item bibliography is included. (Author)

ED 076 086

HE 003 834

Ambrasio, Robert J. Brading, Paul L.

The Computer Screening of Medical School Applicants.

Albany Medical Coll., N.Y.

Pub Date Mar 73

Note—12p.; Paper presented at the annual meetings of the American Education Research Association, New Orleans, Louisiana, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission (School), *Admission Criteria, Bibliographies, *Competitive Selection, *Computer Programs, Enrollment Rate, *Higher Education, *Information Processing, Interviews, Medical Schools, School Registration, Speeches

Identifiers—*Albany Medical College

This document reports the test of an experimental procedure designed by the Albany Medical College (AMC) to systematically reduce a large pool of applicants to one of manageable proportions for interviewing purposes. Data on nine predictor variables were coded and keypunched on 80-column cards for each applicant to September 1972 and 1973 admission. All applicants who obtained a predicted preclinical average of 85.4 were classified as "interviewable;" those with an average below 80.0 were classified as "rejected" and applicants with averages between 80.0 and 85.4 were "marginal." To test the efficacy of using the proposed analytic procedure for determining the interview status of applicants, a comparison was then made between screening results derived by computer and those of the AMC admissions screeners. Preliminary results indicated that nearly 40% savings in time has accrued from using this new procedure. AMC admissions screeners have found it easier to screen applicants which have been placed into selected categories beforehand. A 12-item bibliography is included. (Author/MJM)

ED 076 087

HE 003 901

Cooper, Ted L.

Notes on a Change Model for Higher Education: A Heuristic Proposal.

Central Washington State Coll., Ellensburg.

Pub Date [73]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Educational Improvement, Educational Objectives, *Educational Planning, Evaluation, *Higher Education, *Planning, Program Evaluation

The tasks of this paper are to suggest, first, the general nature of future-oriented change needed in higher education, and second, the outline of a model for the systematic analysis and syntheses of that change. The author feels that although administrators are aware of what is going on in higher education, they are largely ignorant or disagree about why the educational programs are such as they are. Thus, he believes that higher education must become more goal oriented, both in graduate and undergraduate education. The process of goal analysis and objectives development can and should work in two directions at once: from the level of global goals toward particulars, and from the level of particulars toward the global. Constant assessment of programs and institutions as a whole are needed to determine where education is going and why. (HS)

ED 076 088

HE 003 906

Braybrook, Susan

The Open University.

Governors State Univ., Park Forest South, Ill.

Pub Date [73]

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Educational Innovation, Educational Objectives, Experimental Colleges, *Higher Education, *Open Education, *Program Descriptions, Program Development, *Program Planning

This booklet describes Governors State University, an open university responding to the needs of junior/community college graduates and others working towards a baccalaureate and master's degree. Emphasis is placed on the concept of the open university, planning of the open university, who are the students and how they influence the planning process, how the educational aims will be realized, and how the open environment responds to the education programs. Facts and philosophy relating to Governors State University are presented. The conclusions indicate the success of the planning of this open university. (MJM)

ED 076 089 HE 003 912

Draft: Report of the Joint Committee on the Master Plan for Higher Education.

California State Legislature, Sacramento, Joint Committee on the Master Plan for Higher Education.

Pub Date Feb 73

Note—125p.

Available from—The Joint Committee, Assembly P.O. Box 83, State Capitol, Sacramento, California 95814 (Free)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Objectives, Educational Planning, *Higher Education, *Master Plans, Planning, *Post Secondary Education, *Statewide Planning

Identifiers—*California

To enable California higher education to realize its major purpose of responding to the learning needs of California citizens and society, the Joint Committee on the Master Plan for Higher Education finds the following objectives critical for planning in the next decade: (1) academic freedom and responsibility; (2) equal and universal accessibility for persons of both sexes and all races, ancestries, incomes, ages, and geographies; (3) lifelong learning opportunities for persons with capacity and motivation to benefit; (4) diversity of institutions, services and methods; (5) flexibility to adapt to the changing needs of students and society; (6) cooperation between institutions in assessing area educational needs and resources, and meeting those needs; (7) involvement with local communities in providing educational services and utilizing community resources in the educational process; (8) increased understanding of the learning process to be sought and applied throughout higher education; (9) discovery of qualitative and quantitative evaluation methods for learning, research and teaching; and (10) accountability throughout higher education. Thus, this document presents recommendations for the master plan of higher education in California in keeping with these objectives. (HS)

ED 076 090 HE 003 938

Tubbs, Walter E. Jr., Ed.

Toward a Community of Seekers: A Report on Experimental Higher Education.

Nebraska Univ., Lincoln. Curriculum Development Center

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—305p.; Proceedings of the Johnston College National Symposium on Experimental Higher Education, January, 1972

Available from—Nebraska Curriculum Development Center, University of Nebraska, Andrews Hall, Lincoln, Nebraska 68508 (Free)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Conference Reports, Educational Administration, Educational Finance, Educational Improvement, *Educational Innovation, Evaluation, *Experimental Colleges, Experimental Curriculum, Experimental Programs, *Experimental Teaching, *Higher Education, Program Evaluation, Student Interests, *Student Needs

Identifiers—*National Symposium Experimental Higher Education

Many experimental higher education programs have emerged in the past decade as an attempt to answer the educational needs of new students in higher education and the manpower requirements of society. New techniques of instruction, curriculum and governance have evolved and new

ways of managing human, plant, and financial resources have been pursued. The National Symposium on Experimental Higher Education, of which this document is a report, sought to identify what kinds of experimental programs are in operation, what problems they have encountered, and what answers have evolved for the benefit of higher education as a whole. Presentations and panels at the Symposium included: (1) New Enterprises in Higher Education: Evaluation of Innovation; (2) Evaluation of Experimental Higher Education; (3) Power and Decisionmaking in Experimental Colleges; (4) The Dynamics of Interdisciplinary Departments and Problem Solving as a Teaching Techniques; (5) Minority Students and the Experimental College; (6) Off-Campus Education; (7) Cooperative Education Programs; (8) Alternatives for Financing Higher Education; and (9) Participative Education. (HS)

ED 076 091 HE 003 943

Hornig, Lilli S.

Affirmative Action Through Affirmative Attitudes.

New York State Education Dept., Albany.

Pub Date Nov 72

Note—18p.; Paper presented at a conference on "Women in Higher Education," Syracuse, November 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Changing Attitudes, Equal Opportunities (Jobs), Females, Feminism, *Higher Education, *Sex Discrimination, *Speeches, *Women Professors, *Women's Education

Women have been traditionally discriminated against in higher education, from the point of admissions to school through faculty hiring and administrative appointments. Such discrimination has been based in the past on the attitudes perpetuated by a man-made society that dictates that women have as their only purpose in life marriage and child-rearing. Such attitudes further dictate that women are untrustworthy employees in faculty and higher positions, a belief held because of the opinion of many that women could not possibly be dedicated to academic and scholarly pursuits. Recent legislation demands that hiring and promotion policies in higher education not discriminate against women and other minorities. Such legislation, however, cannot guarantee that discriminatory attitudes will be eradicated with discriminatory practices. It is hoped that affirmative action in equal opportunities for jobs might in the future lead to affirmative action in attitudes. (HS)

ED 076 092 HE 003 956

Finkelstein, M. Marvin

Perspectives on Prison Legal Services: Needs, Impact, and the Potential for Law School Involvement.

New York Education Dept., Albany. Bureau of Art Education.

Report No.—LEAA-NI-70-052

Pub Date 3 Dec 71

Note—488p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-208 055, HC-\$6.00, MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Corrective Institutions, *Higher Education, Law Instruction, *Law Schools, Legal Aid, *Legal Aid Projects, *Prisoners

Identifiers—*Prison Reform

This document presents the results of a systematic study of the impact of student legal services on correctional institutions. Legal service projects were established in three New England prisons to assess the validity of the legal problems claimed by prison inmates and to process those found to be worthwhile. What resulted was a cataloging of the types and degree of civil and criminal legal problems of prison inmates; and attempt to devise appropriate systems of delivering legal services to prisoners; and the measuring of attitudinal changes among prisoners who had legal problems and were given an opportunity to seek redress. Such a program was felt to meet day-to-day inmate legal needs, but a long-term program was considered better suited to agencies with far greater resources than a law school. (Author/HS)

ED 076 093 HE 003 960

Abrahams, Norman M. And Others

Use of the Strong Vocational Interest Blank in Identifying Naval Academy Early Motivational Disenrollees.

Naval Personnel and Training Research Lab., San Diego, Calif.

Pub Date Oct 69

Note—20p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-712 065, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Dropout Rate, Enrollment Trends, *Higher Education, *Military Personnel, *Military Schools, *Motivation, *Research Projects

Identifiers—*Naval Academy

Prior to beginning the first year academic curriculum at the Naval Academy, incoming midshipmen are required to complete "plebe summer" - a nonacademic military training program. Typically, some members of each incoming class fail to complete this summer training, with the great majority of disenrollments being for motivational reasons. During the summer of 1968 a dramatic increase over previous years occurred in the number of voluntary motivational drops from the class of 1972. To determine whether these drops differ from remaining midshipmen, comparisons were made on the Strong Vocational Interest Blank (SVIB) scales reflecting interest in military, cultural-aesthetic, and sports activities, among others. The comparison of item responses made by the disenrollees with those made by the remaining midshipmen revealed 75 differentiating items which were assigned weights for construction of a scale. In order to cross validate this scale, the plebe summer motivational drops from the class of 1971 were scored and compared with the remaining class. The validity of the empirical scale held up well on the cross validation sample and inspection of the item content revealed several clusters of items that may be further explored and refined. The validity of the empirical scale, together with the results on existing scales indicated that the SVIB aid in identifying those midshipmen most likely to voluntarily disenroll during Naval Academy plebe summer. (Author/MJM)

ED 076 094 HE 003 962

Dann, Joyce E. Abrahams, Norman M.

Use of Biographical and Interview Information in Predicting Naval Academy Disenrollment.

Naval Personnel and Training Research Lab., San Diego, Calif.

Pub Date Sep 70

Note—22p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-712 064, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Biographical Inventories, *Enrollment Trends, Failure Factors, *Higher Education, *Interviews, Measurement Techniques, *Motivation, Success Factors

Identifiers—*Naval Academy

Given the attrition rate of nearly 30 percent for each entering U.S. Naval Academy class an attrition prediction instrument for use in selection could represent considerable monetary savings. In previous research, the Naval Academy Personal History Booklet (PHB) has shown some validity as a predictor of Academy disenrollment. The present research evaluated a new method of coding and scoring the PHB and Strong Vocational Interest Blank (SVIB). PHBs administered in 1961-1963 as part of Academy application were obtained for 256 men who later disenrolled from the Academy and for 245 men who graduated with their classes. Eight attrition prediction scales were constructed and employed in a double cross-validation design. Half of the scales used only items of the PHB, while half included items based on the screening interview. A single rating based on the interview was also evaluated. The PHB scales are not recommended for operational use in predicting Academy disenrollment, as they have already been surpassed in predictive efficiency by the SVIB. However, some substantial validities for some PHB items suggest that further research be done on a multiple choice biographical inventory to supplement the SVIB. (Author/MJM)

ED 076 095 HE 003 985

Millett, John D.

Who Should Pay for Graduate Education?

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Pub Date Dec 72

Note—6p.; Management Forum, Vol. 1, Supplement, December, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, Educational Finance, Federal Aid, *Financial Support, *Graduate Students, *Graduate Study, *Higher Education, *Student Costs, Tuition

Graduate education, including graduate instruction, research, and public service, is a major set of activities for American universities. A pattern of financing for these activities has clearly emerged today that suggests that sponsored research activities and sponsored creative activity will be supported by social contributions, primarily from the federal government. Additional financing may be obtained from private philanthropy and from state government appropriations. The support of graduate instruction will be shared by the graduate student and by society. This sharing of the cost of graduate instruction varies among the state universities and the private universities. The trend in this decade will be for the graduate student share of the costs of graduate instruction in the public university to increase. Hopefully, a trend will also develop for the share of the costs of graduate instruction paid by the graduate student at the private university to decline somewhat. In this way, we shall continue to have a pluralism of graduate instructional programs with their varying emphasis upon research and practice. (Author/HS)

ED 076 096 HE 003 986

Harshbarger, Luther H.

The Role of Professional Religious Leadership in Colleges and Universities.

Association of American Colleges, Washington, D.C.

Pub Date [72]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Clergymen, *Higher Education, *Religion, *Religious Agencies, *Religious Education

In determining the role of professional religious leadership on the college or university campus, it is first necessary to ascertain and accept the theory that there is and ought to be a symbiotic relationship between religion and higher education. The religious professional, then, herein referred to as the campus chaplain, has a responsibility to the entire university community; that having such responsibility he should in informal ways establish such relationships as are desirable with other officers and departments of the university, including student affairs. In particular, his function is: (1) to provide stimulation, leadership, and coordination of extra-curricular activities and efforts pointed toward such general education; (2) to help develop an atmosphere for attitudes, understandings and ideals among administration, faculty and students as will provide optimum conditions for the achievement of its objectives; and (3) to maintain an active liaison between the university and religious institutions. (Author/HS)

ED 076 097 HE 003 987

Magill, Samuel H.

Report on Time-Shortened Degree Program.

Association of American Colleges, Washington, D.C.

Pub Date Dec 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bachelors Degrees, *Degree Requirements, *Higher Education, *Program Length, *Special Degree Programs, Time Factors (Learning)

Identifiers—*Three Year Bachelors Degrees, Time Shortened Degree Program

Since January 1971, a number of colleges and universities have announced time-shortened degree programs. In the interest of examining and clarifying the various approaches to and understanding of time-shortened degrees, this brief analysis is offered. There appear to be 4 approaches to the reduction of time spent on the way to the B.A. degree, one of which is the more usual reduction through compression without any fundamental change in degree requirements. The other major approaches involve such methods as (1) reduction through the award of advanced standing with credit; (2) reduction of the elapsed time required for a secondary diploma and a bachelor's degree by cooperation between high schools and colleges; and (3) reduction through a revision of degree requirements. Such time-shortened degrees do have their problems, however. These include: (1) possible crippling of general education; (2) a danger of continued emphasis on time-serving and credit accumulation rather than

competence and personal development; (3) the anticipated savings may be illusory; and (4) the potential fiscal perils in the private sector are great. (HS)

ED 076 098 HE 003 990
An Evaluation of the Pass-Fail Grading Policy at UW-Stevens Point.

Wisconsin Univ., Stevens Point. Office of Institutional Research.

Report No—R-341

Pub Date Feb 73

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Grading, *Higher Education, *Pass Fail Grading, *Program Evaluation, *Student Attitudes

Identifiers—*University of Wisconsin Stephens Point

The Office of Institutional Research conducted an evaluation of the Pass-No Pass (P-N) grading system at the University of Wisconsin-Stevens Point. The second semester, 1971-72, was chosen for the basis of evaluation. Sources of information include student records, a brief questionnaire sent to students who chose at least one P-N course, and a brief questionnaire to faculty who taught the courses chosen under the P-N option. Findings and tables are listed. Investigator's conclusions indicate the P-N option produces lower quality scholarship, tampers with the integrity of the grade point ratio as an indicator of scholarship by inflating the GPR, and produces larger than normal student loads. The option tended to lower, rather than raise, student motivation. Questionnaires for students and faculty are included. (Author/MJM)

ED 076 099 HE 003 991

Geographic Origins of First Time Students Fall 1971.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No—SUNY-R-35

Pub Date Dec 72

Note—194p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Geographic Distribution, *Geographic Regions, *Higher Education, State Universities, *Statistical Data, *Student Mobility, Student Research

Identifiers—New York, *State University of New York SUNY

This report presents the results of the annual survey of geographic origins of permanent residence of all first-time credit course students attending the State University of New York during the 1971 fall term. Part one presents summary tables of first-time students by institution and permanent residence. Part two indicates the permanent residence of first-time students at each of the university centers, university colleges, health sciences centers, specialized colleges, statutory colleges, agricultural and technical colleges and community colleges. Part three indicates the institution of first-time students by permanent residence in New York state counties, the rest of the United States, and foreign countries. Part four, the appendix, includes percentage distribution, a glossary, and a publication list. (MJM)

ED 076 100 HE 003 992

Jensen, Arne And Others

Decision, Planning and Budgeting.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 72

Note—205p.; Studies in Institutional Management in Higher Education

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$4.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Budgeting, *Decision Making, *Educational Economics, Foreign Countries, *Higher Education, International Education, Management Development, *Management Systems, Program Budgeting, Program Planning, Research Projects

Identifiers—Denmark, *University of Copenhagen

This document reports the working papers of a research project designed to develop quantitative management techniques applicable to the university environment. The University of Copenhagen was selected as the target institution for the research. Presentation of the papers is divided

into four parts: introduction, general information and overview of the University of Copenhagen, governmental agencies, and the desired university structure. Topics include an introduction and summary of findings; higher education in Denmark; the University of Copenhagen - illustration of some problems; budgeting, economic management and planning at the Ministry of Finance; the Ministry of Education as a planning agency; simulation model of a university; decentralized planning in a university system; moving decisions between management levels with conflicting objectives; the development of a decision-making process; and a postscript on decision structure. The appendix includes the English summary of working reports and papers June 1971 and an index. (MJM)

ED 076 101 HE 003 996

Whaley, W. Gordon

Problems in Graduate Education...

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Aug 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Educational Problems, *Graduate Students, *Graduate Study, *Higher Education, Research Projects

The Commission on Graduate Education of the National Association of State Universities and Land Grant Colleges has assembled in this booklet the nature of the fundamental problems of graduate education accompanied by recommendations for action. Nine areas of concern include redesigning graduate education for the twentieth century, distinguishing different purposes in graduate education, utilizing further resources in graduate education, identifying the graduate student and securing his status, supporting graduate education as a national effort, understanding what graduate education can and cannot do, selecting individuals for purposeful programs, recognizing special needs of ethnic minority students, and redirecting graduate programs to meet the needs. (MJM)

ED 076 102 HE 003 997

Crawford, Edwin M.

Administration of Gifts and Grants at State Universities and Land-Grant Institutions.

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Jun 66

Note—19p.

Available from—Office of Institutional Research, National Association of State Universities and Land Grant Colleges, 1785 Massachusetts Avenue, N.W., Washington, D.C. (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Catalogs, Educational Economics, *Educational Finance, Financial Support, *Grants, *Higher Education, *Land Grant Universities, *State Colleges

The Office of Institutional Research of the National Association of State Universities and Land Grant Colleges (NASULGC) has assembled in this publication policy statements by its member institutions on how they administer gifts and grants. Each of the 92 universities listed has specific procedures for administering and safeguarding gift funds. Others have special accounting practices which require complete separation of state and gift funds. Still others have set up special foundations to receive and administer contributions for the benefit of the university. (Author/MJM)

ED 076 103 HE 003 998

Myers, John Holt

Tax Reform & University Development.

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date [72]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, *Educational Finance, *Expenditures, Financial Support, Grants, *Higher Education, Tax Allocation, *Tax Rates

This brochure discusses the implications of the Tax Reform Act of 1969 for university and college development officers charged with the responsibility for solicitation of gifts, bequests and grants from foundations. The solicitation of deferred gifts, bequests and grants from foundations is discussed in chapter one in relation to tax

reform and private foundations, individual contributions, corporation deductions, the definition of public institutions, required pay out, limitations of expenditures, required reports, the overall effect of the Tax Reform Act, and the identification of private foundations which are likely to consider liquidations. Chapter two reviews bequests and deferred gifts, specifically, accrued tax benefits, bequest programs, private campaigns, deferred gifts, deduction exceptions, pooled income funds, charitable remainder trusts, and the regular unitrust. (MJM)

ED 076 104 HE 004 000

The Case for Educational Support.

American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Jan 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, *Educational Economics, *Educational Finance, *Federal Aid, Financial Problems, *Financial Support, *Higher Education

Resources of higher education, public and private, have been stretched to the crisis point by the enormous additional enrollment of more than one and one-half million students since 1965. The cost squeeze at most institutions of higher education today has forced them into large deficits. Their problems are complicated by the many tasks undertaken in the national interest at the behest of the Federal government which, with federal fiscal restraints, now are no longer being funded. Higher education in the U.S., public and private, is provided under a system involving 3 principal components: (1) the ability of the student to pay some tuition and to maintain himself; (2) capital investment in buildings, laboratories and other physical resources; and (3) operating funds—the essential ingredient that includes that part of instruction not covered by tuition plus the current costs of operating the institution. This document presents a case for educational support today, which takes into account all 3 components and their implication for the future. (Author/HS)

ED 076 105 HE 004 001

Andrew, Loyd D.

Enrichment Analysis - A Technique for Encouraging Better Planning and Better Use of Resources.

Utah Univ., Salt Lake City.

Pub Date 73

Note—27p.; Paper presented at the Conference of the California Association for Institutional Research, February 27 - March 2, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Administration, Educational Finance, *Educational Planning, *Higher Education, Management, *Management Information Systems, Management Systems, *Program Budgeting, *Program Planning

The University of Utah in building a planning, programming, and budgeting system has developed an analytical measurement called enrichment analysis that has proved useful in focusing faculty and administration attention during budget setting on long-range planning, objectives and outputs. Enrichment analysis shows not only the rate of increase in cost per student by department and program, but how resources were allocated within programs. Use of the analysis in budget setting has encouraged a hard review of objectives and output in relationship to historical and projected costs. As a result of these reviews, resources have been freed for special enrichment, objectives have been revised, and better planning/programming has been initiated. The paper briefly describes the development of the analysis and data requirements. The major thrust of the paper is on the use of enrichment analysis to encourage rigorous planning and better allocation of resources. An overview of various emphases in planning is included in the report. (Author/HS)

ED 076 106 HE 004 002

Austin, Michael J., Ed. Smith, Phillip L., Ed. *Statewide Career Planning in a Human Service Industry.*

State Univ. System of Florida, Tallahassee.

Spons Agency—Florida State Dept. of Health and Rehabilitative Services, Tallahassee.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—MONOGR-SER-1

Pub Date Jan 73

Note—222p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Education, Career Ladders, *Higher Education, *Inservice Education, *Inservice Programs, Manpower Development, *Manpower Needs, Promotion (Occupational) Identifiers—*Florida

This volume is the first in a series of publications designed to highlight some of the significant issues in human service planning for Florida over the next several years. Papers presented in the document include: (1) Career Planning for Human Service Manpower; (2) Assessing Manpower Need for Career Planning; (3) Manpower Utilization and Career Mobility; (4) Manpower Planning in Public Welfare; (5) Human Service Teams; (6) Using Functional Job Analysis to Redesign Jobs; (7) Paraprofessionals in Public Welfare Jobs; (8) Selected Staff Development Issues in Florida Human Service Agencies; (9) Curriculum Building for Agency Education; and (10) Guidelines for the Design of Career Systems in Human Service Agencies. (HS)

ED 076 107 HE 004 003

Third Annual Report to the Governor and the Legislature, Utah State Board of Higher Education, 1971-1972.

Utah State Board of Higher Education, Salt Lake City.

Pub Date Dec 72

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annual Reports, *Curriculum Development, *Higher Education, *Statewide Planning Identifiers—*Utah

This document presents a report of the activities of the higher education institutions in Utah during fiscal year 1971-72. Contents include an outline of the academic affairs of the institutions, including descriptions of proposed programs approved, changes in academic program, programs disapproved or discontinued, the veterans approval program, and the statewide educational television system. In addition, tables are available presenting data on planning and capital facilities, budgets and finance, degrees conferred, and the employment outlook. (HS)

ED 076 108 HE 004 004

WICHE Annual Report 1972.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Jan 73

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Educational Improvement, *Higher Education, *Interinstitutional Cooperation, *Regional Planning Identifiers—*Western Interstate Commission for Higher Education

This document described the annual report for the Western Interstate Commission for Higher Education for 1972. Reports are given for the various programs at WICHE including the Division of Regional Programs, the Division of Mental Health and Related Areas, and the National Center for Higher Education Management Systems. WICHE (1) seeks to increase educational opportunities for western youth; (2) assists colleges and universities to improve both their academic programs and their institutional management; (3) aids in expanding the supply of specialized manpower in the West; (4) helps colleges and universities appraise and respond to changing educational and social needs of the region; and (5) informs the public about the needs of higher education. A listing is made of publications put out by WICHE during 1972. (HS)

ED 076 109 HE 004 005

Borton, Curtis L. Holmstedt, Raleigh

Higher Education in Indiana Needs and Resources 1968-85: Current Status Report: Programs and Personnel.

Indiana Advisory Commission on Academic Facilities, Bloomington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CSR-3

Pub Date 68

Note—221p.; The third segment of the first part of the Indiana Education Facilities Comprehensive Planning Study, 1968

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Facilities, Educational Planning, *Educational Programs, *Higher Education, *Instructional Staff, Post Secondary Education, Research Projects, Staff Role, *Staff Utilization Identifiers—*Indiana

This report, the third segment of the first phase of the Indiana Education Facilities Comprehensive Planning Study, investigates programs and staff (professional and nonprofessional) in Indiana colleges and universities. Using the fall of 1967 as a base point, data were collected regarding the distribution of staff, programs offered, degree granted, and so forth in 37 institutions. Chapters cover introductory material; the scope of higher education in Indiana; instruction and research staff; administrative, clerical, and support personnel; regional campuses; and vocational and technical education. Appendices review profiles of participating institutions; definitions of academic rank; earned degrees conferred by Indiana institutions (1966-67 and 1967 summer); and the faculty, administrative staff, and service staff report forms. (Related documents are HE 004 007; HE 004 008, and HE 004 047.) (MJM)

ED 076 110 HE 004 006

Higher Education as a Field of Study.

Association of Professors of Higher Education.

Pub Date 5 Mar 72

Note—59p.; Proceedings of the First Annual Meeting of the Association of Professors of Higher Education, Chicago, March 5, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *College Majors, Conference Reports, *Curriculum Development, *Departments, *Higher Education

This publication presents the proceedings of a meeting at which the discussions centered around higher education as a field of study. Five presentations are made in the document. The first is a review and interpretation of the literature surrounding the topic with a 53-item bibliography as a conclusion. The second offers insights into educational services for black students in American colleges and universities. The third section describes some of the programs currently offered in higher education and the fourth presents some reactions to these programs. The fifth and final section deals with the formative use of national guidelines in higher education departmental development. (HS)

ED 076 111 HE 004 007

Parkhurst, Nelson M. Suddarth, Betty

Potential Enrollment for Indiana Colleges and Universities 1968 to 1985.

Indiana Advisory Commission on Academic Facilities, Bloomington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CSR-2

Pub Date 68

Note—87p.; The second segment of the first part of the Indiana Education Facilities Comprehensive Planning Study, 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Facilities, *Educational Planning, *Enrollment Projections, Enrollment Rate, Enrollment Trends, *Higher Education, Population Distribution, Population Growth, Population Trends, Post Secondary Education, Research Projects, *Space Utilization

Identifiers—*Indiana

This report, the second segment of the first phase of the Indiana Education Facilities Comprehensive Planning Study, reviews the area of enrollment projections and facilities inventory-space utilization analysis for 1968 through 1985. Chapters cover introductory material, population data for Indiana, college enrollment in Indiana, and projections for enrollment. Appendices include births by geographic area, mathematical equations, and Indiana colleges and universities by size of undergraduate enrollment for September 1967. (Related documents are HE 004 008, HE 004 005, and HE 004 047.) (MJM)

ED 076 112 HE 004 008

Keith, Harry Lincoln Chambers, M. M.

Higher Education in Indiana Needs and Resources 1968-85: Current Status Report: Finances.

Indiana Advisory Commission on Academic Facilities, Bloomington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CSR-1

Pub Date 68

Note—121p.; The first segment of the first part of the Indiana Education Facilities Comprehensive Planning Study, 1968

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Economics, Educational Facilities, *Educational Finance, Educational Planning, *Expenditures, *Higher Education, *Income, *Post Secondary Education, Research Projects

Identifiers—*Indiana

This report, one segment of the first phase of the Indiana Higher Education Facilities Comprehensive Planning Study, covers major items of financial income and expenditures in colleges and universities in Indiana encompassing data from 1957-58 through 1966-67. Chapters concern capital financing, endowment funds, total educational and general income in Indiana institutions of higher education, and total educational and general expenditures in Indiana institutions of higher education. Appendices include financial data for Indiana and the United States, definitions, and tax credit law. (Related documents are HE 004 005, HE 004 007, and HE 004 047.) (MJM)

ED 076 113

HE 004 023

Student Needs, Aspirations, and Accomplishments: Essential Ingredients in State Planning for Postsecondary Education.

Kansas State Master Planning Commission, Topeka.

Report No—PR-3

Pub Date Mar 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, Community Colleges, Educational Needs, *Higher Education, *High School Graduates, Junior Colleges, Master Plans, *Post Secondary Education, *Questionnaires, State Surveys, Statewide Planning, *Student Attitudes, Universities, Vocational Education

Identifiers—Kansas, *Kansas State Master Planning Commission

This report summarizes the findings of the Kansas Master Planning Commission's (MPC) inventory of the educational needs and aspirations of post high school Kansas students. Following introductory material and a determination of educational needs in the state of Kansas, six areas are covered. These areas include a survey of 1971 high school seniors and follow-up of 1968 graduates; description of students attending vocational-technical schools; a comparison of community-junior college students with vocational-technical school students on 131 inventory items; community college graduates; seniors and graduates of Kansas 4-year independent colleges; and a comparison of 4 groups of Kansas community-junior college students. The appendix reviews the legislative charge to the Master Planning Commission. (MJM)

ED 076 114

HE 004 024

Postsecondary Educational Planning to 1985: Final Report and Recommendations.

Kansas State Master Planning Commission, Topeka.

Pub Date Dec 72

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, Educational Finance, Educational Legislation, *Educational Planning, *Educational Trends, Governance, *Higher Education, Management Systems, *Master Plans, Post Secondary Education, *Statewide Planning

Identifiers—Kansas, *Kansas State Master Planning Commission

This document reviews the final report and recommendations of the Kansas State Master Planning Commission (MPC). The Commission's recommendations are formulated to meet postsecondary educational problems and challenges in Kansas. The preface presents a summary of a compilation of MPC findings and recommendations organized in a sequence consistent with the legislative charge. Background information concerning current trends in Kansas postsecondary education and current problems are highlighted in the second section. The third area, a point of departure, reviews the philosophy for the future of postsecondary education in Kansas. Recommendations concerning the system of institutions, governance, role of planning and management agencies and finance are presented in the fourth

section. The fifth section reviews both the procedure and timing of implementation. (MJM)

ED 076 115

HE 004 026

Perlman, Daniel H.

A Brief History of Roosevelt University.

Roosevelt Univ., Chicago, Ill.

Pub Date 14 Dec 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Educational Development, *Educational Innovation, *Experimental Colleges, External Degree Programs, *Higher Education, Part Time Students, *Urban Universities

Identifiers—*Roosevelt University

From its conception in 1945 Roosevelt University in Chicago has been innovative in its dealings with students, faculty and curriculum. Now, at a time when the enormous expansion of the state supported junior and senior colleges and fluctuations in the federal support of higher education has periled the existence of many private colleges and universities, Roosevelt has shown that there is a need for private higher education that respects students as individuals, is responsive to their needs, is conveniently located, and which encourages part-time and older students. Almost alone among the private urban universities in this country, Roosevelt has increased its enrollment and balanced its budget. By the time the University celebrates its 30th anniversary in 1975, it is planned that enrollment will be approximately 8,000 students, that an external degree program will be firmly established, that much of the remainder of the Auditorium Building (purchased in 1947) will be renovated and air-conditioned, and that progress on an urban learning center will be well underway. (Author/HS)

ED 076 116

HE 004 027

Biggs, Donald A. Barnhart, William J.

Urban Citizens' Opinions about a Campus Disturbance and Their Attitudes about Campus Dissent. Volume 13, Number 3.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 8 Dec 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *Community Attitudes, *Higher Education, *Public Opinion, *School Community Relationship, Urban Areas, Urban Environment, Urban Universities

This study is concerned with 1) citizens' opinions about the legitimacy of a campus disturbance and their attitudes about campus dissent generally, 2) the background factors which influence urban citizens' attitudes about campus dissent, and 3) the beliefs about campus life associated with attitudes about campus dissent. The major sample in the study included 254 Twin Cities area citizens. Most citizens did not consider a week long campus disturbance to be a legitimate form of social protest. However, citizens with more favorable attitudes about campus dissent were more apt to consider this campus disturbance a legitimate social protest. Attitudes about campus dissent were heavily related to attitudes about campus freedom of expression and beliefs about campus life. (Author)

ED 076 117

HE 004 028

Houmes, Gary A. And Others

Entry Level Concerns of New Regional, Transfer, and Freshmen Students at the University of South Carolina, January, 1973.

South Carolina Univ., Columbia. Div. of Student Affairs.

Report No—RN-12-73

Pub Date 25 Mar 73

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Higher Education, Student College Relationship, *Student Needs, Student Personnel Services, *Student Problems, *Transfer Students

Identifiers—*University of South Carolina

An effort to assess the concerns of freshmen entering the University of South Carolina was needed to provide guidance in the planning and implementation of a total service program for freshmen. Since the orientation program provides the opportunity for all entering students to gather according to their respective classifications, the mission to assess concerns was expanded to include new regional campus and transfer students.

Sixteen statements of concern were agreed upon, and a degree-of-importance instrument was constructed. For freshmen, the 5 most prevalent concerns were advisement, registration, career planning assistance, study skills, and being able to take courses when needed. Regional students listed as their 5 most important concerns advisement, being able to take courses when needed, registration, transportation, and how much money it costs to live and study. Finally transfer students indicated their 5 most important concerns to be advisement, registration, being able to take courses when needed, transferability of credit, and transportation. (HS)

ED 076 118

HE 004 029

Fidler, Paul P. Still, Julianne

Major Influences in Deciding to Attend the University of South Carolina.

South Carolina Univ., Columbia. Div. of Student Affairs.

Report No—RN-11

Pub Date 15 Mar 73

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Choice, *College Freshmen, Educational Research, *Higher Education, Personal Interests, Research, *Surveys

Identifiers—*University of South Carolina

During the summer and fall orientation of 1972, a questionnaire prepared by the American Council on Education was administered to the incoming freshmen at the University of South Carolina and 527 other institutions of higher education. This report focuses on the item in the questionnaire in which the student was asked to indicate the importance of various influences in his decision to attend this particular college. The 5 reasons most often given for attending USC were: (1) has a good academic reputation; (2) wanted to live away from home; (3) special educational programs offered; (4) has a good athletic program; and (5) low tuition. On the national norms USC freshmen differed in only one item. The national norm freshmen reasons for attending a college were: (1) has a good academic reputation; (2) wanted to live away from home; (3) special educational programs offered; (4) low tuition; and (5) advice of someone who attended here. (HS)

ED 076 119

HE 004 030

Scriven, Michael

Evaluating Higher Education in California.

California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.

Pub Date Apr 73

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Evaluation, Evaluation Needs, *Evaluation Techniques, *Higher Education, *Master Plans, *Statewide Planning

Identifiers—*California

There are already a great many bodies devoted wholly or partly to critical scrutiny of California higher education. But it is easy to prove that their combined effort provides only the most superficial evaluation, answering almost none of the basic questions that concern legislators, taxpayers, prospective students, parents and future employers. This report first discusses the grave deficiencies of the present situation, and then reviews the remedial options available. It includes a look at the evaluation situation in higher education and some reference to relevant literature. The point of view of this paper is that good evaluation procedures are necessary for diagnosing the state of California higher education and can, when installed, provide an immense boost towards improvement. There is stress on the beneficial interaction between the evaluation system and the system being evaluated. (Author/HS)

ED 076 120

HE 004 047

Nagel, Patricia L.

Higher Education in Indiana Needs and Resources 1968-85: Current Status Report: Migration.

Indiana Advisory Commission on Academic Facilities, Bloomington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—65p.; The fourth segment of the first part of the Indiana Education Facilities Comprehensive Planning Study, 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Facilities, Educational Planning, *Enrollment Trends, *Higher Education, *Migration Patterns, Post Secondary Education, Research Projects, *Student Mobility, Transfer Students

Identifiers—*Indiana

This report, the fourth segment of the first phase of the Indiana Education Facilities Comprehensive Planning Study reviews the effects of college student migration on the enrollments in Indiana institutions of higher education. Data were compiled from the first semester or quarter of the academic years 1949, 1958, 1963 and 1967. Chapters cover introductory material, in-migration, out-migration, and the net effect of in- and out-migration. Appendixes include 1967 migration tables, 1963 migration tables, and the geographic distribution of in- and out-migration. (Related documents are HE 004 007, HE 004 008, and HE 004 005.) (MJM)

ED 076 121

HE 004 067

Kapfer, Miriam B. Della-Piana, Gabriel M. Annual Report of the Center to Improve Learning & Instruction 1971-72.

Utah Univ., Salt Lake City. Center to Improve Learning and Instruction.

Report No.—EPR-15

Pub Date Oct 72

Note—65p.

Available from—Center To Improve Learning & Instruction and Bureau of Educational Research, 308w Milton Bennion Hall, University of Utah, Salt Lake City, Utah 84112 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clearinghouses, Facilities, *Higher Education, Instructional Materials Centers, *Instructional Programs, *Learning, *Resource Centers, Workshops

Identifiers—*Center to Improve Learning and Instruction, University of Utah

This document is the 1971-72 annual progress report of the Center to Improve Learning and Instruction, at the University of Utah. A comprehensive look at the major projects of the Center during the 1971-72 year, the principal Center publications, project writing activities, activities related to seeking sources of funding, individual consultations, clearinghouse functions, teaching fellows (TF), training responsibilities, sponsorship of workshops, and a brief analysis of the Center's budget sources and expenditures for 1971-72 is provided. (MJM)

ED 076 122

HE 004 068

Mayhew, Lewis B.

The Role of Research in California Higher Education.

California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.

Pub Date Mar 73

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Policy, *Educational Research, *Higher Education, *Master Plans, Policy Formation, *Research Needs, Research Projects, *Research Utilization

Identifiers—*California

This report is one of a series of papers on policy alternatives commissioned by the California Legislature's Joint Committee on the Master Plan for Higher Education. Most of the papers are directed toward synthesis and analysis of existing information and perspectives on the role of research in California. Topics cover the categories of research and development, current research policy, assessment of research, segmental research aspirations, research policy in other states, emerging federal policy, policy alternatives, and conclusions. (MJM)

ED 076 123

HE 004 069

Mayhew, Lewis B.

Graduate Education in California.

California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.

Pub Date Feb 73

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, *Educational Change, Educational Policy, *Graduate Study, *Higher Education, Historical Reviews, *Policy Formation

Identifiers—*California

This is one of a series of policy alternative papers commissioned by the California Legisla-

ture's Joint Committee on the Master Plan for Higher Education. Most of the papers are directed toward synthesis and analysis of existing information and perspectives in the area of graduate education in California. Topics cover the various aspects of graduate education, plans for graduate education, patterns of graduate education, considerations for policy decisions, and alternatives for California. A related document is HE 004 068. (MJM)

ED 076 124

HE 004 075

An Appraisal of the Quality of Education Received by the 1967 Graduates at the Six Colleges and Universities Under the Kansas Board of Regents. Planning Report 5.

Kansas State Master Planning Commission, Topeka.

Spons Agency—Bureau of Higher Education (D-HEW/OE), Washington, D.C. Div. of Academic Facilities.

Pub Date Sep 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Graduates, Educational Improvement, Educational Needs, *Educational Quality, Evaluation, Evaluation Criteria, *Higher Education, Questionnaires, Research, Research Projects, *Student Evaluation, *Teaching Quality

Identifiers—*Kansas

This study summarizes the responses to a 52-item questionnaire of the 1967 baccalaureate graduates who attended the 6 Kansas colleges and universities under the Board of Regents. The questionnaire was designed to appraise the quality of education received by these graduates. Results indicated that 1967 graduates had more positive than negative reactions to the education and training they received during the time they had attended these institutions. The 6 state colleges and universities seemed to have done a better job with the 1972 seniors than with the 1967 graduates; however, 5 years have elapsed since many graduates have had formal contact with schools. Tables, additional findings, and other responses to the questionnaire items are included. A related document is HE 004 308. (MJM)

ED 076 125

HE 004 088

Lechowicz, Joseph S.

Manpower Requirements Report to 1980: Jobs for University of Georgia Graduates in Georgia and the Nation.

Georgia Univ., Athens. Office of Program Planning and Analysis.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jan 73

Note—91p.

Available from—Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *College Graduates, *Employment Opportunities, *Higher Education, Job Market, Manpower Needs, *Manpower Utilization, *Methodology, Models, Research, Research Projects

Identifiers—Georgia, *University of Georgia

This preliminary model deals with manpower requirements to 1980 and jobs for University of Georgia graduates. Emphasis is placed on suggested methodology for dealing with a projected output of graduates in terms of specialty fields and the correlation of this projected output with projected manpower requirements in the related specialty fields. The requirements and outputs are listed for the University of Georgia each year both in Georgia and in the U.S. to 1980. A 29-item bibliography and appendices of related material are included. (Author/MJM)

ED 076 126

HE 004 089

Data Element Dictionary Research Related Elements Section.

Georgia Univ., Athens. Office of Program Planning and Analysis.

Pub Date 72

Note—20p.

Available from—Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Collection, *Definitions, *Dictionaries, *Information Systems, Research, Research Projects

The National Center for Higher Education Management Systems (NCHEMS) at the Western Interstate Commission for Higher Education (WICHE) developed a series of Data Element Dictionaries to primarily service the instructional function. This report, developed by the University of Georgia, clarifies and adds elements relating to research and service functions. This research data element dictionary is compatible with the Information System developed at WICHE as well as with the Program Planning and Budgeting (PPB) System developed at the University of Georgia. Emphasis is placed on dictionary organization and format, key to columns used in the preliminary draft, research data element index, research related elements, and comments on file structure. A related document is HE 004 090. (Author/MJM)

ED 076 127

HE 004 090

Data Elements Dictionary Service Related Elements Section.

Georgia Univ., Athens. Office of Program Planning and Analysis.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 72

Note—23p.

Available from—Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, Definitions, *Dictionaries, *Human Services, *Information Systems, Program Planning, Research, Research Projects, *Service Education, *Service Occupations, Services

The National Center for Higher Education Management Systems (NCHEMS) at the Western Interstate Commission for Higher Education (WICHE) developed a series of Data Element Dictionaries primarily servicing the instructional function. This report, developed by the University of Georgia, clarifies and adds elements relating to research and service functions. This data element dictionary is compatible with the Information System developed at WICHE as well as with the Program Planning and Budgeting (PPB) System developed at the University of Georgia. Emphasis is placed on dictionary organization and format, key to columns used in the preliminary draft, service data element index, service related elements, and comments on file structure. A related document is HE 004 089. (Author/MJM)

ED 076 128

HE 004 091

Keith, Nathan R., Jr.

A Study of the Ph.D. Graduates of the University of Georgia 1966-1970.

Georgia Univ., Athens. Office of Program Planning and Analysis.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date [71]

Note—72p.

Available from—Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Doctoral Programs, *Graduate Study, *Graduate Surveys, *Higher Education, *Program Evaluation, Questionnaires, Research, Research Projects

Identifiers—*University of Georgia

This study attempts to obtain an evaluation of the graduate training of the University of Georgia Ph.D. graduates along with a measure of how well they have done since graduating from the University. Information was obtained by means of a questionnaire to the Ph.D. graduates who received their degree from the University between 1966-70. This survey concludes that the Ph.D. graduates are generally satisfied with their graduate training. A 35-item bibliography and appendices of related material are included. (Author/MJM)

ED 076 129

HE 004 092

Sterns, A. A.

Costing Principles in Higher Education and Their Application (First Revision).

Georgia Univ., Athens. Office of Program Planning and Analysis.

Pub Date Mar 73

Note—19p.

Available from—Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accounting, Budgeting, College Environment, *Costs, *Educational Finance, Educational Objectives, Environmental Influences, *Higher Education, *Program Budgeting

This document provides a reason for applying known cost-accounting methodology within the realm of higher education and attempts to make the known techniques viable for sets of objectives within the university environment. The plan developed here is applied to a department, the lowest level in the university hierarchy, and demonstrates costs in every field necessary for the university resource-requirement (budgetary) process. (Author/MJM)

ED 076 130

HE 004 093

Sterns, A. A.

University of Georgia: System of Program Planning and Budgeting. Georgia Univ., Athens. Office of Program Planning and Analysis.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 20 Jun 72

Note—91p.

Available from—Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Costs, *Educational Finance, *Higher Education, *Program Budgeting, *Program Planning

Identifiers—*University of Georgia

This report reflects the status of conceptualization, progress, and partial implementation of a system of program planning and budgeting (PPB) at the University of Georgia (UGA). Emphasis is placed on detailed information flow necessary for implementation of a PPB system, how the data files existing at UGA will support further development and implementation, and the end products in terms of the PPB system itself, including an appraisal of progress in broad terms. The appendix includes related material. (Author/MJM)

ED 076 131

HE 004 094

University of Georgia Output Programs with HEGIS Crossclassification.

Georgia Univ., Athens. Office of Program Planning and Analysis.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jul 72

Note—32p.

Available from—Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Codification, *Degrees (Titles), Educational Programs, *Higher Education, *Information Systems, *Instructional Programs, Taxonomy

Identifiers—*University of Georgia

This document is the reference source for the cross-classification of presently authorized University of Georgia major field codes, codes for degrees granted within those major fields, and the Higher Education Information System (HEGIS) code structure. The appendix contains a taxonomy of instructional programs in higher education developed by the Western Interstate Commission on Higher Education (WICHE). (Author/MJM)

ED 076 132

HE 004 096

Sterns, A. A.

The Concept of a Program Structure an Alternative to NCHEMS PCS.

Georgia Univ., Athens. Office of Program Planning and Analysis.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 4 May 72

Note—17p.; A paper prepared for the 1972 Annual Forum of the Association of Institutional Research

Available from—Office of Program Planning and Analysis, White Avenue Building, Room 100, University of Georgia, Athens, Georgia 30602

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Higher Education, *Institutional Research, *Management Systems, Program Descriptions, *Program Design, *Program Planning, Research, Research Projects, *Systems Development

Identifiers—*University of Georgia

This report discusses the alternative program structure developed independently at the University of Georgia, by dealing with a particular phase of the National Center for Higher Education Management Systems (NCHEMS) work, i.e., their Program Classification Structure (PCS). Three primary programs presented by NCHEMS are considered as primary functions and three alternative programs are categorized so as to link the outputs of higher education. The alternative program categories are "Direct Student Related Programs"; "Environmentally Related Programs"; and "Inwardly Directed Programs". (MJM)

ED 076 133

HE 004 107

Brooks, Glenwood C., Jr. Sedlacek, William E.

Fall 1972 University Racial Census.

Maryland Univ., College Park. Cultural Study Center.

Report No.—RR-6-73

Pub Date 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Census Figures, Demography, *Higher Education, *Racial Balance, *Racial Distribution, Racial Integration, *Racial Recognition, Research, Research Projects, Statistical Data

Identifiers—*University of Maryland

This document reports the results of the fall 1972 racial census at the University of Maryland. Only new freshmen, transfer students, and readmitted students filled out the racial census cards. All returning students constituted the data base of the student body. By adding new and deleting old racial census cards, counts could be made. Results of the census indicated a total black student body of 5 percent. The percent of black enrollments for fall 1972 was essentially the same as for fall 1971. Majors pursued by the highest number of black undergraduate students were Accounting, Combined Business Law, Elementary Education, General Curriculum, Journalism, Nursing, Physical Therapy, Pre-Law, Pre-Medicine, Psychology, Sociology, Special Education, and Advertising Design. Counts for other minority student groups were also reported. A 7-item bibliography, additional results, and tables are presented. (MJM)

ED 076 134

HE 004 108

Erickson, Mildred B. Winburne, John N.

General Studies: A Trend in Higher Education in the Seventies.

Michigan State Univ., East Lansing. Univ. Coll.

Pub Date Sep 72

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Degree Requirements, *Higher Education, *Individual Needs, *Interdisciplinary Approach, Questionnaires, Research, Research Projects, *Undergraduate Study

This document provides an assessment on a national scale of academically individualized degrees. Thirty-four institutions returned a completed general studies questionnaire; however, a number of institutions indicated the questionnaire did not fit their particular program. An Interdisciplinary Degree Follow-up Questionnaire was developed and sent to these institutions. Data analyzed from both questionnaires concerned administration, development of the general studies movement, number of students, level and criteria for acceptance, student characteristics, retention, significance of degree, instruction, faculty attitudes, academic advising, academic programs and academic course titles. Results indicated the general studies degree program is increasingly important as higher education changes to meet the needs of students. (MJM)

ED 076 135

HE 004 109

Chu, Yu-kuang

Study and Evaluation of the Student Response System in Undergraduate Instruction at Skidmore College.

Skidmore Coll., Saratoga Springs, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, *Computer Assisted Instruction, Computer Oriented Programs, Computer Science, Educational Innovation, *Educational Technology, Electronic

Equipment, *Higher Education, *Instructional Media, Program Descriptions, Teaching Machines, Teaching Methods

Identifiers—General Electric Company, Skidmore College, *Student Response System

The Student Response System (SRS) is discussed and evaluated. This is an electronic system whereby an instructor receives instant feedback from students by asking questions each with up to five multiple choice answers. The report covers a description of the SRS, a review of the Skidmore College project on computer applications, and a review of the grant from the National Science Foundation, physical setup for the project, common uses of the SRS, uses of the SRS at Skidmore, combined uses of the SRS in class, uses of computer analysis, individualized uses of the response system, extent of usage, evaluation of the response system, a small statistical evaluation, and a summary of evaluation. (MJM)

ED 076 136

HE 004 110

Manning, H. L. Carson, R. G.

Cost and Planning Factors in Engineering Education - A Report to the Administrative Unit of the Southeastern Section of ASEE.

Pub Date [73]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Cost Effectiveness, Costs, Educational Economics, Educational Finance, *Engineering Education, *Expenditures, *Higher Education, Program Budgeting, *Program Costs, *Program Planning, Research Projects

This report covers a detailed tabulation of costs and related factors for the years 1971-72, and is divided into two groups. One group of nine has been reporting this data for 5 consecutive years and represents a fairly good cross-section sample of the schools of the area. The other group of ten have reported data for 1 to 4 years. The group of nine's data was analyzed to show trends on a year-by-year basis for the 5 years of this study. Comparisons were made of student credit hours taught, fulltime equivalent students, net space, teaching faculty, total salary expenditures for teaching faculty plus teaching assistance, fulltime equivalent clerical and technician support, salary expenditures for clerical and technician support, operating expenditures, and equipment expenditures. The data was analyzed to show relative impact in terms of use of the resources. An 8-item bibliography and appendix with definitions are included. (Author/MJM)

ED 076 137

HE 004 114

Haywood, Bruce

The Liberal Arts College in the 1970's.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date Jun 72

Note—6p.

Journal Cit—Critique; v3 n3 p1-6 Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Demand, Educational Needs, *Higher Education, *Institutional Role, Liberal Arts, *Private Colleges, *Public Schools

The role of private colleges is reviewed in light of the burgeoning system of public universities and colleges. Emphasis is placed on an overview of both public and private universities, the small college, and the humane college. (MJM)

ED 076 138

HE 004 115

Hull, W. Frank, IV

Innovations and Teaching Today's Undergraduates.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date Mar 72

Note—4p.

Journal Cit—Critique; v4 n2 p1-4 Mar 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Educational Change, *Educational Innovation, *Higher Education, Liberal Arts, *Student College Relationship, *Student Needs, Undergraduate Study

Seventeen suggestions to create an exciting innovative learning experience for undergraduate liberal arts education are listed. Suggestions concern curriculum and scheduling, requirements, work-study and professional programs, course content, and living-learning and study abroad programs. (MJM)

ED 076 139 HE 004 116

Anderson, G. Lester
Does Governance Make a Difference?
Toledo Univ., Ohio. Center for the Study of
Higher Education.
Pub Date Jun 71

Note—4p.
Journal Cit—Critique; v3 n3 p2-4 Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Educational Administration, Educational Change, Educational Needs, *Educational Objectives, *Governance, *Higher Education, Social Change

This document reviews the state of governance. The need for governance based on a process of social adaptation for organizations and institutions is stressed. However, regardless of the differing mechanism for governance, it is suggested that the central theme of governance does make a difference in defining and maintaining the fundamental goals of the higher education system. (MJM)

ED 076 140 HE 004 117

Andrews, L. O.
Learning in College Can Be Improved, Now!
Toledo Univ., Ohio. Center for the Study of
Higher Education.
Pub Date Jan 72

Note—6p.
Journal Cit—Critique; v4 n1 p2-7 Jan 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Educational Innovation, Educational Needs, *Higher Education, *Instructional Innovation, *Learning, *Undergraduate Study

This discussion provides a nine-step base for improving instruction on the college level. Emphasis is placed on the need for higher levels of imagination and desire on the part of administrators and professors, plus the desire to develop both financial and manpower support to implement the nine-step basis for change. Applications and examples of the base for improving instruction are presented. Suggestions and cautions on implementation are indicated. (MJM)

ED 076 141 HE 004 118

Smith, John
From Tension to Community - A Fresh Approach to the Teaching-Learning Situation.
Toledo Univ., Ohio. Center for the Study of
Higher Education.
Pub Date Oct 72

Note—6p.
Journal Cit—Critique; v4 n4 p1-6 Oct 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Educational Needs, Educational Objectives, *Higher Education, *Student Role, *Student Teacher Relationship, *Teacher Role

This discussion emphasizes the need for a new perspective from which to understand the dynamic interchanges between the persons involved in the educational experience. Both teacher and student are urged to work together, simultaneously confronting not only the problems of their field of study but the wider human concerns of contemporary life as well. The unifying purpose of the educational adventure takes them out of their dyadic student-teacher relationship where their interests are made to conflict. (MJM)

ED 076 142 HE 004 120

Notes on the 1972 Conference for New Science Department Chairmen at Private Institutions.
Research Corp., New York, N.Y.
Pub Date Jul 72

Note—83p.; Notes presented at the 1972 Conference for New Science Department Chairmen at Private Institutions, Point Clear, Alabama, July 10-14, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Administrative Personnel, Bibliographies, Conference Reports, Educational Change, Educational Finance, Faculty Evaluation, *Higher Education, Instructional Media, *Private Colleges, *Science Departments, Tenure

This document reviews the 1972 conference for new science department chairmen at private institutions held at Point Clear, Alabama, July 1972. Highlights of the conference include topics of the chairman and the administration; managing the finances and records of the department; seeking support from foundations; acquisition and use of surplus equipment; faculty creativity; faculty

evaluation, tenure and promotion; student recruitment; the changing role of the department; and aides to the new chairman. A 40-item bibliography is included. (MJM)

ED 076 143 HE 004 121

Notes on the 1972 Conference for New Science Department Chairmen at Public Institutions.
Research Corp., New York, N.Y.
Pub Date Jun 72

Note—66p.; Notes presented at the 1972 Conference for New Science Department Chairmen at Public Institutions, Snowmass-at-Aspen, Colorado, June 26-30, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Administrative Personnel, Bibliographies, Conference Reports, Educational Finance, Faculty Evaluation, *Higher Education, *Public Schools, *Science Departments, Student Responsibility, Student Role, Tenure

This document reviews the 1972 conference for new science department chairmen at public institutions held at Snowmass-at-Aspen, Colorado, June 1972. Highlights of the conference cover three major aspects: the chairman within the college structure; the chairman, his faculty and staff; and the chairman and his students. The first section emphasizes the relationship with the administration and the goals of the institution, coordination of the department with the nonacademic departments, and coordination of the department with other academic departments. The second section reviews program planning; creation of a distinctive department; hiring, promotion and tenure practices; and financing the department. The third section reviews the students' role in departmental affairs, recruitment of students, the chairman's role in the students' future, and the training of graduate teaching assistants. A 23-item bibliography is included. (MJM)

ED 076 144 HE 004 122

Stallings, William M. And Others
The University of Illinois Placement and Proficiency System: Description and Results.

Illinois Univ., Urbana. Office of Instructional Resources.
Report No.—R-340

Pub Date May 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Costs, Educational Finance, *Equivalency Tests, Evaluation Techniques, Expenditures, Grade Equivalent Scales, *Higher Education, Placement, Research, *Research Projects, *Student Placement

Identifiers—*University of Illinois

This report begins with an overview of placement and proficiency testing, with emphasis on the benefits to students and instructors of such testing. Various ways in which proficiency credit may be earned at the University of Illinois are discussed. In particular, the freshmen Placement and Proficiency System is described in detail. Some data are provided as to the extent to which placement and proficiency are utilized by entering University of Illinois freshmen. Costs of administering the Placement and Proficiency System are compared with institutional instructional costs. The paper concludes with a look at the future of placement and proficiency testing at the University of Illinois. (Author)

ED 076 145 HE 004 123

Aleamoni, Lawrence M. Yimer, Makonnen
An Investigation of the Relationship between Colleague Rating, Student Rating, Research Productivity, and Academic Rank in Rating Instructional Effectiveness.

Illinois Univ., Urbana. Office of Instructional Resources.

Report No.—RR-338

Pub Date Mar 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Rank (Professional), Bibliographies, College Faculty, *Educational Research, *Effective Teaching, *Higher Education, Questionnaires, Research, Research Projects, Research Utilization, *Student Attitudes, *Teacher Attitudes

Colleague and student ratings were gathered on a group of 477 instructors and then compared to the instructor's research productivity and

academic rank. Colleague and student ratings were not found to be significantly related to the instructor's research productivity. However, colleague rating was significantly related to academic rank, indicating that the reputation of the instructor could influence colleague ratings. An 8-item bibliography and appendices, a faculty poll form, and the Illinois Course Evaluation Questionnaire are included. (Author)

ED 076 146 HE 004 124

Aleamoni, Lawrence M. And Others
Teacher Folklore and the Sensitivity of a Course Evaluation Questionnaire (Revised).

Illinois Univ., Urbana. Office of Instructional Resources.
Report No.—RR-313

Pub Date Jan 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *College Faculty, *Course Evaluation, *Faculty Evaluation, *Higher Education, Research, Research Projects, *Student Attitudes

The purpose of this study was to determine if a) "Folklore" about a teacher contributes to his ratings on a course evaluation questionnaire and b) changes in students' attitudes during the course of instruction can be determined with a course evaluation questionnaire. Multivariate techniques and discriminant analysis were employed. The results indicated that there were no significant differences in attitudes towards the course in educational statistics between those who took the course in 1967-68 and those who took it in 1968-69. This seems to indicate that students do not build a "folklore" about a course based upon the course presented a year earlier. The results also indicated that changes in attitude about a course while the students are enrolled in that course can be measured by a course evaluation questionnaire. A 16-item bibliography is included. (Author/MJM)

ED 076 147 HE 004 125

Graham, Margaret H.
The Relationship between CEQ Ratings and Instructor's Rank, Class Size, and Course Level.

Illinois Univ., Urbana. Office of Instructional Resources.
Report No.—RR-337

Pub Date Feb 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Class Size, *College Faculty, *Faculty Evaluation, *Higher Education, *Instructional Program Divisions, Research, Research Projects

Identifiers—*Illinois Course Evaluation Questionnaire

A study was conducted to determine if the tendency for faculty members of higher rank to receive the highest ratings on the Illinois Course Evaluation Questionnaire (CEQ) remained when variables such as class size and course level were taken into account. The relationship between CEQ ratings and instructor's rank, class size, and level of course was examined by means of multivariate analysis of variance (MANOVA). Dependent variables were the six subscales of the CEQ. There were no significant differences in ratings assigned by students in small, medium, and large classes, or received by teaching assistants, instructors, and assistant, associate, and full professors. Highly significant differences were found in ratings assigned in course levels. Significant size-by-level and size-by-rank interaction effects were found. Discriminant functions computed for effects found to be significant yielded information concerning the extent and direction of these significant differences. A 21-item bibliography is included. (Author/MJM)

ED 076 148 HE 004 126

White, Richard E.
Notes to a College Faculty Member on Finance.

Toledo Univ., Ohio. Center for the Study of Higher Education.
Pub Date Mar 71

Note—3p.

Journal Cit—Critique; v3 n2 p2-4 Mar 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Costs, *Educational Economics, *Educational Finance, *Educational Planning, *Financial Support, *Higher Education, Scheduling, Teaching Load

This article discusses alternative possibilities to financial problems within funding programs. Areas covered include faculty load, faculty compensation, course additions, and course scheduling. (MJM)

ED 076 149 HE 004 127

Kingsbury, Ralph

A Tabular Presentation of Student Credit Hour Enrollment, Full-Time Equivalent Faculty, and Cost of Instruction at the University of North Dakota First Semester 1971-72.

North Dakota Univ., Grand Forks. Institutional Research Office.

Pub Date Dec 71

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Costs, Educational Finance, *Faculty, *Higher Education, *Student Enrollment, *Teaching Load Identifiers—*University of North Dakota

This document presents tables of student credit hour enrollment, fulltime equivalent (FTE) faculty, the cost of instruction at the University of North Dakota, first semester 1971-72. Tables cover weighted student credit hours and percent change; student credit hour enrollment by level of course; percentage of student credit hour enrollment by level of course; student credit hours taken in departments by graduate students; full-time equivalent faculty by department and percent change 1967-68 and 1971-72; number of FTE faculty by faculty to teaching and assistants and by undergraduate course level to graduate course level; percent change - weighted student credit hours and FTE faculty 1967-68 to 1971-72; and direct instructional cost per student credit hour by course level and by college and department, 1971-72. (MJM)

ED 076 150 HE 004 128

Fenske, R. H. And Others

College Student Migration.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-RR-54

Pub Date 72

Note—27p.

Available from—Publication and Information Services Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Demography, *Higher Education, *Migration Patterns, Research, Research Projects, *Student Mobility

This study examines the background characteristics of two large national samples of first-time enrolled freshmen who (a) attended college within their state of residence but away from their home community, (b) migrated to a college in an adjacent state, (c) migrated to a college in a distant state, and (d) attended college in their home community. The first sample included 32,351 fall 1966 enrollees in 796 colleges in 39 states; the second sample included 50,205 fall 1969 enrollees in 1,103 colleges in 45 states. These data provided the basis for an analysis of national trends in migration to college. The relationship of these trends to a wide variety of student characteristics, attributes, and backgrounds is also examined. The findings reveal that significant shifts in college migration groups differed significantly on the variables studied. A 27-item bibliography is included. (Author)

ED 076 151 HE 004 129

Zawadski, Alfonso S. Donny, William F.

A Study of Student Housing at the Fourteen State-Owned Institutions.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Jul 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, *College Housing, *Dormitories, *Higher Education, Questionnaires, Research, Research Projects, Residential Colleges, *Student Attitudes Identifiers—Pennsylvania

To determine the present adequacy and future trends of the dormitory arrangements on each of Pennsylvania's 14 state-owned higher education institutions, a survey of administrators and students was conducted. The survey instrument, a four-part, 44-item student housing questionnaire, was developed and disseminated to the ap-

propriate respondents at each campus location. Opinions of housing administrators and students are presented in discussion form and as responses to questionnaire items. Appendices include the response to the questionnaire by institutional administrators, a joint response by administrators and students, by students, and by officials. (MJM)

ED 076 152 HE 004 130

Novick, M. R. And Others

Predictions of Performance in Career Education.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-RR-55

Pub Date 73

Note—23p.

Available from—Publication and Information Services Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Higher Education, *Program Evaluation, Research, Research Projects, *Technical Education, *Vocational Education

Prediction weights for educational programs in 22 vocational and technical fields are provided using ability scores from the American College Testing Program (ACT) Career Planning Profile and a Bayesian regression theory. The criterion variable studies was first-semester grade-point average. Each vocational-technical program analyzed was represented by several institutions, and the usual least-squares regression weights for each institution were replaced by Bayesian weights, which used both the direct information on that institution and the collateral information present in the other institutions offering that program. Very satisfactory predictions were obtained in 18 of the 22 programs: Business and Marketing, Dental Assisting, Registered and Practical Nursing, Other Health, Accounting, Business Administration, Computer Programming, Data Processing, Secretarial Science, Electrical Engineering Technology, Science, Other Technical, Auto Mechanics, Drafting, Machine Work, Other Trades, and Police Science. Largely because of a lack of sufficient data and the heterogeneity of the programs, prediction in four fields were not judged to be satisfactory: Agriculture, Cosmetology, Social Science, and Arts and Humanities. A detailed discussion of the generality of the m-group regression model is provided. A 5-item bibliography and appendix with tables are included. (Author/MJM)

ED 076 153 HE 004 131

Nicholson, E.

Predictors of Graduation From College.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-RA-56

Pub Date 73

Note—12p.

Available from—Publication and Information Services Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *College Graduates, *College Students, *Dropout Rate, *Higher Education, Research, Research Projects

Three groups of students were analyzed to determine if academic and nonacademic variables would discriminate between students who graduate with honors, those who graduate without honors, and those who drop out of college. Criterion groups were composed of male students from Brown University who entered in 1962, 1963, and 1964 and graduated in 4 years, and those of the same entrants who had dropped out of Brown. A stepwise multiple discriminant analysis program based on academic and nonacademic variables was used to analyze data. The academic variables were secondary school rank in class (SSR), verbal scholastic aptitude (SAT-V), mathematical scholastic aptitude (SAT-M), and the average of College Board Achievement Tests. The nonacademic variables were based on four sets of high school counselor ratings of motivation and academic promise summed up to form an Admission Index and a socioeconomic index called the Environmental Index. Results indicated academic variables were found to be important for distinguishing between graduates with and

without honors, while the nonacademic variables were found weakly but significantly to separate regular graduates from dropouts. A 22-item bibliography is included. (MJM)

ED 076 154 HE 004 137

Mayhew, Lewis B.

The Time is Now: Curricular Opportunities for the Seventies.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date 72

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Educational Change, *Educational Improvement, Educational Innovation, *Higher Education, Innovation, *Relevance (Education), Teacher Improvement, *Undergraduate Study

In a recent listing of 13 functions of higher education, the liberal education of its students, and consequently the whole process of undergraduate teaching and learning, was placed first. Similarly, a recently released comprehensive 1969 survey of 8,500 faculty members in 303 institutions discovered that 78% felt that teaching effectiveness, not publications, should be the primary criterion for promotion of faculty. Although faculty might not like to admit it, teaching methods often need to be improved in colleges and universities. Higher education is faced with a situation where the teaching methods sometimes seem antiquated, where students too often are bored or lost, and where evidence is mounting that the classroom experiences are often of the least importance to undergraduate students. The 5 essays presented in this pamphlet offer suggestions to teaching faculty in the liberal arts. The essays are: (1) Lower Division Students: An Unmet Challenge; (2) Improving Collegiate Education; (3) Innovation and Reform: Why So Rare?; (4) Evaluation Assessment and Public Accountability; and (5) A Panorama of Academic Change. (Author/HS)

ED 076 155 HE 004 138

Sandin, Robert T.

Power and Purpose in Collegiate Government. The Role of the Faculty in Academic Planning.

Producers' Council, Inc., Washington, D.C.

Pub Date 69

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *College Faculty, Decision Making, Educational Administration, *Educational Planning, *Governance, *Higher Education, Professors, Unions

Presented in this document is a discussion of faculty participation in academic governance. Within this context, the discussion is broken into categories concerning oligarchy and anarchy, professionalism and unionization, academic policy and purpose, leadership and authority, and constitution and structure. It is felt that much of the present agitation over faculty rights in academic government is misplaced. Furthermore, it is part of a deplorable drift toward unionization in the profession of college teaching. The dominance of the labor-management model is tending to fragmentize the collegiate system into bailiwicks, presided over by interest groups. It is felt that such a system will be less purposive, more susceptible to sectarian pressures, and more responsive to private interests. (HS)

ED 076 156 HE 004 140

Hull, W. Frank, IV Yankovic, Donald J.

Economic Principles II: A General Survey Course Without Lectures.

Producers' Council, Inc., Washington, D.C.

Pub Date Sep 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Education, Educational Change, Educational Improvement, Educational Innovation, *Experimental Curriculum, *Higher Education, *Individualized Instruction, *Teaching Methods, *Undergraduate Study

The question dealt with in this report is whether a general and introductory principles of economics class can be conducted without traditional lectures and yet achieve the goals of the survey course at least as well as the typical lecture approach, while continuing to be at least as attractive to undergraduate students enrolled therein. The assumption herein is: if the experi-

mental group does at least as well as the control section and is at least as attractive to students when the instructor is freed from the traditional lecture, then the instructor is limited in the total number of students he can handle only by strictures of discussion group size. In this context, the instructor is freed to use the scheduled classroom time to innovate and mitigate particular groups and individuals in the class. Results indicate that lecturing is not always the best way to conduct introductory survey courses composed of large numbers of students meeting a requirement, particularly in disciplines where adequate content materials are available. Communicating information and motivating inquiry, however, is an important dimension of any such course. It is felt that valuable faculty time and energy should be reserved for dealing with students when the students feel that they need help or are inspired to move beyond goals that have been established for them. (Author/HS)

ED 076 157 HE 004 145

The Claremont Colleges: Progress and Prospects.
Claremont Univ. Center, Calif.
Pub Date 18 Mar 72
Note—183p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Administration, College Environment, *College Planning, Colleges, *Educational Planning, *Higher Education, Post Secondary Education, Program Descriptions

Identifiers—*Claremont Colleges

This report presents a flexible 10-year plan for the Claremont Colleges as a group, with sections on the individual colleges, the central programs and services, and the affiliates. Appendices include reports concerning various Claremont colleges. (MJM)

ED 076 158 HE 004 146

Loycano, Robert J. Sale, Suzanne
Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1971. A Report to the President and Congress.
National Science Foundation, Washington, D.C.
Report No.—NSF-73-300
Pub Date Dec 72
Note—134p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 38000-00140, \$2.10)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Colleges, Educational Finance, *Federal Aid, *Federal Legislation, *Federal Programs, Financial Support, *Higher Education, Research and Development Centers, *Science Education, Universities

This report is the latest in a series of annual reports to the President and Congress on total Federal obligations (excluding loans) awarded to individual institutions of higher education and selected nonprofit institutions. A major portion of the report focuses on Federal obligations to universities and colleges for research and development, R & D facilities, and science education. Science education is examined in terms of three broad areas of support: fellowships, traineeships, and training grants; general support for science; and facilities and equipment for instruction in science and engineering. Data on Federal funding of nonscience activities are also given to provide a total picture of Federal support of higher education. In addition to analysis by type of activity are analyses and tabulations showing agency sources of support, trend data, field-of-science data, distribution of funds by State, distribution of funds by institution, and distribution of funds by type of control. (Author/MJM)

ED 076 159 HE 004 147

Geographic Origins of Students, Fall 1971.
State Univ. of New York, Albany. Central Staff
Office of Institutional Research.
Report No.—OIR-36
Pub Date Mar 73
Note—265p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*College Students, *Demography, Geographic Distribution, *Higher Education, *School Demography, School Statistics, *Student Distribution

Identifiers—*State University of New York

The data provided in this report is limited to the facts of the geographic origins of students at

the State University of New York during fall 1971. The tables of this report are formatted to provide geographic origin information on numbers of graduate and undergraduate students both full and part-time. Tables for each college are provided that show the numbers of students at that college from each New York State county, other state, or foreign country. Permanent residence information is also arrayed by county, state, and country to indicate how many students from each county attended which State University institution. Summary tables and percentage trend tables are included and discussed in the summary. Definitions of terms used in this report are provided in a glossary. (Author/MJM)

ED 076 160 HE 004 148

Biggar, Ronald S. Huckenpahler, James G.
Resources for Scientific Activities at Universities and Colleges, 1971.

National Science Foundation, Washington, D.C.

Report No.—NSF-72-315

Pub Date Sep 72

Note—106p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 3800-00133, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Costs, *Educational Finance, Expenditures, *Higher Education, *Research, Research Projects, *Resource Allocations, *Science Activities, Science Programs

This report presents the results of the National Science Foundation's (NSF) Survey of Scientific Activities at Universities and Colleges, 1971, dealing exclusively with the employment of scientific and engineering personnel and the financing of scientific activities in U.S. institutions of higher education. The survey was conducted by mail questionnaires sent to 2,198 universities and colleges that maintained science and engineering programs. Usable questionnaires were received from three-fourths of these institutions. The survey obtained employment figures for scientists and engineers, graduate students receiving stipends for part-time services as scientists, and science technicians, as of mid-January 1971. Current and capital expenditures for research, development, and instruction in the sciences and engineering were collected for academic year 1969-70. The statistics were analyzed by function, level of educational attainment, type of institution, field of science, geographic area, source of funds, cost item and type of research and development, as appropriate. Appendices include related material. (Author/MJM)

ED 076 161 HE 004 149

Chase, Clinton I. And Others
Pass-Fail: How Is It Working?
Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.

Pub Date 73

Note—32p.; Indiana Studies in Prediction No. 21

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Standards, *Achievement Rating, College Faculty, College Students, *Higher Education, *Pass Fail Grading, Research, Research Projects, Student Attitudes, *Student Evaluation

Identifiers—*Indiana University

This study investigates the pass/fail (P/F) grading system. A sample of 154 Indiana University students was interviewed. Half of the group, 77 students, had not taken any P/F courses. Of the remaining 77 students, 42% had taken only one P/F course and most of the rest from two to five courses. Results of the student interview questionnaire indicated that the general student attitude toward the P/F option is favorable. The faculty were polled by means of a structured personal interview consisting of 12 specific questions and a request for comment. Two thirds of the faculty favored retention of the P/F system, 18% advocated abolishing P/F, and 16% declined to answer. A review of the grade achievement of P/F students indicated the average grade was lower than for regularly enrolled students. Conclusions are listed. The general attitude of students and faculty is that the pass fail option should be continued. (MJM)

ED 076 162 HE 004 150

Hapson, Rex C.
Sabbatical Leaves in New Mexico Colleges and Universities.

Pub Date Dec 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Teachers, *Higher Education, *Professional Education, Research, Research Projects, *Sabbatical Leaves, *School Policy, Teacher Improvement

Identifiers—New Mexico

This study investigates the present state of sabbatical leave policies and practices in 4-year colleges and universities in New Mexico. A questionnaire was mailed to the Academic Affairs Dean or Academic Vice-President of nine New Mexico institutions. Follow-up letters were sent and responses were received from eight of the nine institutions. Results indicated that seven of the eight institutions have some sort of a sabbatical leave program. Brief program variations are listed in tabular form and summarized in discussion form. (MJM)

ED 076 163 HE 004 151

Rosen, Seymour M.
The Development of Peoples' Friendship University in Moscow.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-72-132

Pub Date 73

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.30; Stock Number 1780-1007)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, *Experimental Colleges, *Foreign Relations, *Higher Education, *International Education, International Programs

Identifiers—*Peoples' Friendship University, Soviet Union

This study focuses on the training of students from the developing countries of Asia, Africa, and Latin America in a special institution in the Soviet Union established for the purpose, the Peoples' Friendship University. Since its founding in 1960, this unique institution has been the subject of considerable interest among educators and others concerned with international relations and development. Sufficient time has now elapsed to permit at least a preliminary assessment of the institution's pedagogical effectiveness and limitations. The author attempts to contribute to this kind of analysis in his review of the evidence from the university's first dozen years from 1960 to 1972. (Author/HS)

ED 076 164 HE 004 177

Gottlieb, David And Others
Youth and the Meaning of Work.
Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 28 Feb 73

Note—324p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (No price quoted)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*College Graduates, Employment, *Higher Education, *Student Attitudes, *Student Opinion, Surveys, *Work Attitudes

The present study sought to provide data that will contribute to an understanding of how a select group of graduating college seniors perceive and feel about work. The sample was composed of 1,860 male and female members of the class of 1972 at 5 colleges in Pennsylvania. The vast majority of the seniors expressed favorable attitudes toward work and see it as a critical and necessary part of adult life. The data suggest the work ethic is neither dead nor dying; rather a work ethic is emerging that places a much greater demand on work while at the same time de-emphasizing the importance of money, power, and prestige. The expectation is that work can and should have greater significance to the individual and greater value to society. The report includes an annotated bibliography. (Author/HS)

ED 076 165 HE 004 180

The Church, The University and Urban Society.
National Council of Churches of Christ, New York, N.Y. Dept. of Higher Education.

Pub Date Dec 72

Note—26p.

Available from—Department of Higher Education, National Council of Churches, 475 River-

side Drive, New York, New York 10027 (single copies \$.50 each; ten copies or more \$.35 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Church Responsibility, *Church Role, *Educational Responsibility, *Higher Education, School Community Relationship, *Social Responsibility, *Urban Education, Urban Environment

This document presents the report of a project designed to examine the relationship of higher education to urban society and to develop purposes and programs that the churches, community groups, institutions of higher education, and other organizations may pursue so that higher education in its various forms can be more responsive to the critical needs of urban life. The statement reflects a primary concern about the events in which campus and church interact in affecting urban society. Since other institutions, such as finance, business and government, exert enormous power in this society, the tasks of educational and religious institutions must be conceived with realism about such facts and with imagination about the forces that can shape the future. The three themes dealt with are (1) a vision for society, (2) the empowerment and the social dynamic required for people to achieve the vision, and (3) the work ahead for universities and churches in fostering that vision and that dynamic. (Author/HS)

ED 076 166

HE 004 181

Alamoni, Lawrence M.
Evaluation by Students to Identify General Instructional Problems.

Illinois Univ., Urbana. Office of Instructional Resources.

Pub Date [73]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Evaluation, *Effective Teaching, *Evaluation Methods, Faculty Evaluation, *Higher Education, *Teacher Evaluation, Teaching Quality

Identifiers—*Illinois Course Evaluation Questionnaire

Of the various systems developed for student evaluation of course and instructor, the Illinois Course Evaluation Questionnaire (CEQ) has perhaps the most extensive reliability and validity data to support it as well as the most extensive norm data base. The CEQ is used to collect student attitudes towards a course and instructor and its purpose is to enable faculty members to collect evaluative information about their teaching. The CEQ can also be used to provide feedback to administrators if it is couched in a total instructional evaluation scheme that may consist of peer evaluation, supervisor evaluation, classroom visitation, course material evaluation, future student success and achievement data. (Author/HS)

ED 076 167

HE 004 183

Tucker, Samuel J.
Multiple Predictors of Academic Success of the Black Male College Student.

Pub Date [73]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, College Students, *High Achievers, *Higher Education, Males, *Negro Education, *Negro Students, *Student Characteristics, Student Evaluation

The problem in this research was to select from a battery of 48 predictor variables, the variables which yielded the optimum estimate of college grade-point average at a Southern Black liberal arts college for men. The 48 predictor variables included measures of scholastic aptitude, reading ability, study habits, personality, and sociological characteristics. Purposes of the study were to establish a hierarchy of these variables in terms of the contributions to the prediction of academic success and to abstract a personality profile of the black male college achiever based on the significant predictors. The psychological and sociological profile that emerges from this study is that of the black male college achiever who is well organized and has a good opinion of his ability to handle academic tasks, both in general and with reference to study habits, his achievement drive, his writing, and mathematical ability. In addition, he comes from a small town and his father is likely to be an unskilled or semiskilled worker who has not finished high school. The

black male achiever is also receiving, and probably requires, financial aid to pursue his college program. The data suggests that he is more concerned with succeeding in his career preparation than the student from a more well-to-do family who does not feel the financial strain during his college stay. (Author/HS)

ED 076 168

HE 004 308

An Appraisal of the Quality of Education Received by the 1972 Seniors at the Six Colleges and Universities Under the Kansas Board of Regents. Planning Report 4.

Kansas State Master Planning Commission, Topeka.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities.

Pub Date Aug 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Educational Improvement, Educational Needs, *Educational Quality, Evaluation, Evaluation Criteria, *Higher Education, Questionnaires, Research, Research Projects, *Student Evaluation, *Teaching Quality

Identifiers—*Kansas

This study summarizes the responses to a 90-item questionnaire of 1972 seniors who attended the 6 Kansas colleges and universities under the Board of Regents. The questionnaire was designed to appraise the quality of education received by these seniors. Results indicated positive feelings about the education and training received during the time the students attended these institutions. Additional findings and responses to each questionnaire item are included. A related document is HE 004 075. (MJM)

ED 076 169

HE 004 316

Topping, James R. Miyataki, Glenn K.

Program Measures.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Report No.—TR-35

Pub Date Feb 73

Note—242p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Cost Effectiveness, *Educational Administration, Educational Economics, Educational Planning, *Educational Programs, *Higher Education, *Management Systems, Program Development, *Program Planning

Identifiers—*Program Classification Structure

The Program Classification Structure (PCS) has been widely disseminated throughout the higher education community to provide a consistent means of identifying and organizing the program elements of higher education institutions. This technical report identifies, describes, and categorizes quantitative indicators into 6 program measures groups that provide information about each PCS program element as follows: (1) resource measures provide data on the personnel involved, the facilities and equipment utilized, and the supplies and services consumed; (2) financial measures indicate the funds obtained from various sources, the capital investment expenditures incurred for land, buildings, and equipment, and the operating expenditures spent for personnel, supplies and services; (3) beneficiary group measures describe the groups of people who benefited; (4) target group measures identify the people, places or things toward whom or at which the activities of the program element were directed; (5) activity measures describe the types and levels of activities conducted; and (6) outcome measures indicate the outcomes or products generated as a result of the activities of the program element. (Author/HS)

ED 076 170

HE 004 329

Anderson, R. Salter, W.

A Study of the Education Professions Development Act Training Programs for Higher Education Personnel, Volume I: Introduction and Summary of Findings. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No.—AAI-72-134

Pub Date 25 Feb 73

Contract—OEC-0-71-3712

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *College Faculty, Educational Programs, *Higher Education, Manpower Utilization, Personnel Evaluation, *Personnel Needs, Research, Research Projects, *Training Objectives

Volume I of a four-volume study of the Education Professions Development Act (EPDA) training programs for higher education personnel presents introductory information and study findings. The first section addresses the three major concerns of the study: (1) What new professional training does American higher education need? (2) How do current EPDA V-E programs address these needs? and (3) What new developments seem likely to affect training needs in the future? The second section presents a legislative review of EPDA. Emphasis is placed on the legislative environment and objectives, manpower supply and demand, information, and legislative development. Section 3 indicates the three-faceted approach used in the study: a survey to assess training needs; a profiling system to collect and organize EPDA V-E program information on a regular basis; and a set of case studies of institutions representing important new trends in higher education. The fourth section presents a summary of findings. A 20-item bibliography is included. Related documents are HE 004 330, HE 004 331, and HE 004 332. (MJM)

ED 076 171

HE 004 330

Anderson, R. Salter, W.

A Study of the Education Professions Development Act Training Programs for Higher Education Personnel, Volume II: Current Training Needs. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No.—AAI-72-135

Pub Date 25 Feb 73

Contract—OEC-0-71-3712

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *College Faculty, Educational Programs, *Higher Education, Manpower Utilization, Personnel Evaluation, *Personnel Needs, Research, Research Projects, Surveys, *Training Objectives

Volume II of a study of the Education Professions Development Act (EPDA) training program for higher education personnel indicates the first of a three-faceted approach to assess current training needs. The approach, a survey, employed two questionnaires: the Presidential Questionnaire, designed to elicit background data and judgments concerning staffing needs; and the Training Preference Questionnaire, which gathered judgments concerning the perceived need of higher education professionals for various types of training. Following a discussion of the training questionnaire, survey results are organized according to training demand and personnel needs. The results of training demand are divided into three categories: training as a means of filling the needs of American colleges, relative importance of five categories of training, and relative demand for specific training activities. The five training categories are in human relations skills, managerial skills, information management skills, handling current special problems, and further academic studies. Characteristics of the sample of colleges are also presented. The appendix includes the questionnaire forms employed by the study. Related documents are HE 004 329, HE 004 331, and HE 004 332. (MJM)

ED 076 172

HE 004 331

Boyle, E. Carlson, K.

A Study of the Education Professions Development Act Training Programs for Higher Education Personnel, Volume III: The EPDA V-E Training Programs. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No.—AAI-72-134

Pub Date 25 Feb 73

Contract—OEC-0-71-3712

Note—350p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Administrative Personnel, *College Faculty, Educational Programs, *Higher Education, Manpower Utilization, Personnel Evaluation, *Personnel Needs, Research, Research Projects, *Training Objectives

Volume III of a study of the Education Professions Development Act (EPDA) training programs for higher education personnel presents the second of a three-faceted approach to assess current needs. This document reviews the task of profiling EPDA V-E training programs to produce a small-scale information system. Section one reviews the profiling task in relation to the format, the survey of EPDA V-E graduate fellows, a summary of program profiles, and the user package. The second section indicates general conclusions. Section three indicates the procedures of the profiling activity. Appendices include the computer output for institute programs and 2-year fellowship program, a list of variables, a code book and user guide, and a listing of program creation. Related documents are HE 004 329, HE 004 330, and HE 004 332. (MJM)

ED 076 173

HE 004 332

Harwell, M. And Others

A Study of the Education Professions Development Act Training Programs for Higher Education Personnel, Volume IV: Case Studies of Higher Education in Transition. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Report No.—AAI-72-137

Pub Date 73

Contract—OEC-0-71-3712

Note—277p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Personnel, *Case Studies, College Faculty, *Educational Programs, *Higher Education, Manpower Utilization, Personnel Evaluation, *Personnel Needs, Research, Research Projects, *Training Objectives

Volume IV of a study of the Education Professions Development Act (EPDA) training programs for higher education personnel presents the third of a three-faceted approach to assess current training needs. This document presents case studies of six diverse situations in American higher education in the early 1970s with particular emphasis on the implications for college staffing and training needs. The six studies concern Federal City College, Laney College, Northeastern University, San Jose State College, Shaw University, and the Worcester Consortium. With the exception of Federal City College and the Worcester Consortium, each study presents a preface, introduction, current situation, and scenario. Federal City College is discussed on the basis of historical development, environmental characteristics, divisions and programs, and assessment. The Worcester Consortium is reviewed on the basis of member institutions. Related documents are HE 004 329, HE 004 330, and HE 004 331. (MJM)

ED 076 174

HE 004 333

Toombs, William

Productivity: The Burden of Success.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RR-2

Pub Date May 73

Note—60p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, *Educational Planning, *Higher Education, *Management, *Productivity, Research, Research Reviews (Publications)

Productivity is a concept that can be defined in a variety of ways. However, as it pertains to higher education it has yet to be sufficiently understood to allow widespread practical applications. The author of this paper examines the meanings of productivity outside the academic setting and relates his findings to current management and planning approaches used by higher education administrators. He then suggests that higher education institutions need to experiment more with different productivity measures to determine the formula best suited to their individual needs. (Author)

ED 076 175

HE 004 334

Shell, Helene I.

Enrollment Trends in Higher Education. Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (1 to 10 copies \$.15 each; over 10 copies \$.10 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Planning, *Enrollment Influences, Enrollment Projections, *Enrollment Trends, *Higher Education, *Research Reviews (Publications)

Over the past several decades colleges and universities have been experiencing vastly increasing enrollments that have caused institutions to expand programs and facilities to accommodate great numbers of students. Such expansion requires careful planning on the part of higher education administrators and accurate prediction as to the actual numbers and types of students attending their institutions. Such planning and accuracy of prediction has not been the case however, as many institutions have now expanded their programs beyond financial means and student demand. Private colleges and universities are in particular trouble as they strive to compete with the state-supported university's low tuition fees. This paper examines enrollment trends of the recent past up to the present, considers some of the effects of these trends, and how some institutions cope with problems that arise from enrollment fluctuations. (Author)

ED 076 176

HE 004 335

Robinson, Lora H.

Institutional Analysis of Sex Discrimination: A Review and Annotated Bibliography.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Educational Research, *Females, Feminism, *Higher Education, Research, Sex Discrimination, *Women Professors, *Womens Education

Several conditions contribute to the need for information about women's standing in the academic community. Women's groups and individuals continue to file complaints of sex discrimination against colleges and universities with federal agencies who have enforcement responsibilities in this area. In addition, civil suits have arisen, and institutions are faced with developing affirmative action plans that include women in their focus. While some schools have already completed one or more studies of the status of women on campus, others have yet to undertake this task. This report is designed for those embarking on such studies in the near future. The bibliography was designed to facilitate information gathering and utilization in 3 ways: to aid cross comparisons between institutions; to help locate useful analytical approaches; and to highlight the variety of concerns that have received attention. The bibliographical entries are listed alphabetically by institution and contain brief descriptions of the report content on the topic selected, the extent of coverage, and its particular contribution in relation to other sources available. (Author/HS)

JC

ED 076 177

JC 730 100

A Look at Some Goals for Long Beach City College: Results of the Statewide Institutional Goals Inventory Survey, Spring 1972.

Long Beach City Coll., Calif.

Pub Date Apr 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Role, *Community Colleges, *Educational Objectives, Educational Research, Post Secondary Education, Rating Scales, *State Surveys, *Statistical Data, Tables (Data)

Identifiers—California, *Long Beach City College
Using the Institutional Goals Inventory (IGI) Form 1, data collected in a survey of goals of Long Beach City College are provided in tables and illustrated by figures. A total of 335 completed IGI forms were obtained from the following populations of the college: 83 faculty members, 95 day students, and 85 evening students; in addition, forms were obtained from 72 members from the community at large. Using a five-point importance scale, ranging from "no importance" to "extremely high importance," respondents rated each of the 90 goal-oriented statements of the IGI as to (1) how important the goal currently "is" on campus, and (2) how important it "should be." Comparing the "is" and "should be" response patterns for the sample population as a whole, the highest importance choice in both rating patterns was the goal area "Vocational Preparation"; the goal area "Traditional Religiousness" was considered least important. An appendix provides the 90 IGI statements. (DB)

ED 076 178

JC 730 101

"Toward Personalized Teaching in Two-Year Colleges": A Graduate Program for the Preparation of Two-Year College Teachers.

State Univ. of New York, Buffalo. Coll. at Buffalo.

Pub Date Nov 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Teachers, *Graduate Study, *Individualized Instruction, *Junior Colleges, Post Secondary Education, Program Descriptions, *Teacher Education

Identifiers—Buffalo, *State University College

The purpose, hypotheses, objectives, and experimental features of a program for preparing teachers for two-year colleges are discussed. The program, "Toward Personalized Teaching in Two-Year Colleges," has the following features: (1) each Fellow works throughout his program with an interdisciplinary, interinstitutional advisement committee; (2) each Fellow participates in a 6-week institute in human understanding; (3) a professional-academic seminar throughout the college year capitalizes upon the contributions of a multi-disciplinary and multi-institutional staff, as well as the diverse disciplinary and personal interests of the Fellows; and (4) each Fellow has an internship in a two-year college with interdisciplinary and interinstitutional supervision. The personnel, budget, and program evaluations by students, faculty, director, and by outsiders are briefly described. (DB)

ED 076 179

JC 730 102

Hochman, Irvin And Others

An Investigation to Determine the Possibilities of More Effective Counseling and Placement of Community College Students Through Systematic Match of Reading Ability to Reading Requirements of College Courses.

Rockland Community Coll., Suffern, N.Y.

Pub Date Jan 72

Note—46p.; An NDEA Title V-A Project, Code No. 70-027-010

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, *College Students, *Community Colleges, Post Secondary Education, *Reading Ability, *Reading Tests, Statistical Data, *Student Placement, Student Testing, Test Results

Identifiers—Nelson Denny Reading Test, New York, *Rockland Community College

To determine if student placement in community colleges' programs of study and courses could be improved if objective information relating to the reading requirements of each course were related to the student's measured reading ability, an investigation was carried out at Rockland Community College. The Nelson-Denny Reading Test was administered to 1,000 students enrolled in the Day Division of the college. The reading test results were computer tabulated, and scores were obtained for each student as to reading rate, vocabulary, comprehension, and total scores. The total score was found to be the most useful, representing an adequately weighted combination of the students' per-

formance on the vocabulary and comprehension subtests. The findings of the study are tabulated and discussed as to the following: (1) high schools from which students graduated, (2) age and sex of participating students, (3) attendance at other colleges prior to enrollment at Rockland Community College, (4) enrollment status at the college, (5) distribution of students in various courses by number and percentages, (6) distribution of reading rate, vocabulary, comprehension, and total reading scores in grade equivalents, (7) distribution of readability scores of textbooks used in various courses, (8) percentages of students below readability scores of texts assigned in various individual courses, and (9) analysis of total reading and readability scores in courses enrolling large numbers of students. The study data are provided in 14 tables. A short questionnaire used to obtain student information, a list of courses offered, and a sheet for recording reading test scores are provided in an appendix. (DB)

ED 076 180 JC 730 103
IMPACT: A Project Report on Compensatory Instruction in Community Colleges.
 Southern Regional Education Board, Atlanta, Ga.
 Inst. for Higher Educational Opportunity.
 Pub Date Oct 72
 Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Community Colleges, *Compensatory Education Programs, *Disadvantaged Youth, *Negro Students, Post Secondary Education, Program Descriptions
 Identifiers—*Project IMPACT

An investigation into the impact of a variety of compensatory programs upon black students is described. Eighteen junior college programs were described in terms of the instructional approach, the criteria for ingress into the program and egress from it, the type of credit provided, and the response of minority students to these varying characteristics. Two workshops were held, one in Florida and one in Texas, to which persons intimately connected with the programs came. The materials derived from the two workshops and from the analysis of an editorial committee are organized under three major headings: characteristics of compensatory programs, positive and negative impacts upon black students, and suggested changes. Seven specific aspects of the compensatory programs are analyzed: the stated purpose of the program, visible administrative support, criteria for ingress into the program, its credit status, the degree of identifiability of the program, its methods for developing self-concept, counseling support, and criteria for egress. (DB)

ED 076 181 JC 730 104
 Grimes, Pierre
A Pilot Study of Students at Golden West College; Their Perceptions of the College, Themselves, and the Learning Experience. A Motivation Study Based upon Personal Interviews of Eighty-Eight Students.

Golden West Coll., Huntington Beach, Calif.
 Pub Date Jan 73

Note—83p.
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Institutional Research, Interviews, *Junior College Students, Pilot Projects, Post Secondary Education, Statistical Data, *Student Attitudes, *Student College Relationship, *Student Motivation

Identifiers—*Golden West College
 This second phase of an Exploration of Hypotheses and Tentative Strategies for a Motivation Study of Student at Golden West College is reported. A series of individual interviews were conducted with 88 students at Golden West College: 30 normal progress students, 28 probation students, 20 withdrawal students, and 10 "ideal" students. The factors that influence and shape students' perceptions of the college, learning, and themselves were sought. A profile of the sample is provided. (DB)

ED 076 182 JC 730 105
 Evans, Arthur H., Jr.
Sources of Funding of Community Services in Public Community and Junior Colleges.
 Pub Date Mar 73
 Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*College Role, *Community Colleges, *Community Services, *Financial Support, Junior Colleges, Post Secondary Educa-

tion, *Program Costs, State Surveys, Technical Reports

Identifiers—California, Florida, Illinois, Michigan, New York, Texas, Washington

Results obtained from a questionnaire sent to 152 community colleges in 7 states (California, Florida, Illinois, Michigan, New York, Texas, and Washington), of which 90 replies contained useable data, concerning various possible sources of funding for community services are provided. These results include the following: (1) private sources are seldom used by public community colleges in the seven states; (2) California leads the other six states in the percentage received from local district taxes; Florida, by contrast, funds the majority of its community services programs from state funds; Michigan has been the most successful in the use of federal funds; and (3) many community services directors felt that having the participant pay was their most successful approach. A table provides the study data. (DB)

ED 076 183 JC 730 107
 Smith, William P., Jr.
Rights and Responsibilities of California Community College Academic Senates; An Historical and Legal Analysis.

California Community Colleges, Sacramento.
 Faculty Association.
 Pub Date 14 Oct 71
 Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*College Faculty, Community Colleges, *Faculty Organizations, *Guides, Junior Colleges, *Post Secondary Education, State Action, *State Legislation
 Identifiers—*California

A summary of California's regulations governing community college academic senates is provided, beginning with the 1963 resolution calling for an academic senate at each junior college to represent faculty in the formation of policy on academic and professional matters. The activities of the Junior College Bureau, the State Board of Education, the Junior College Advisory Council, and the State Legislature relevant to academic senates are summarized. The ramifications of the Winton Act are discussed. The relevant resolutions and regulations are quoted. (KM)

ED 076 184 JC 730 108
 Lake, Dale G. Callahan, Daniel M.
Changing a Community College.

State Univ. of New York, Albany. Center for Humanistic Education.
 Spons Agency—New York State Education Dept., Albany. Div. of Higher Education.
 Pub Date Mar 73

Note—45p.; Paper presented at American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Administrative Change, *Administrative Organization, Administrative Problems, College Administration, *Community Colleges, *Organizational Change, Post Secondary Education, Problem Solving, Program Descriptions, Surveys, Workshops

During the academic year 1970-71 a major organization change effort was undertaken in a community college in the New York State system. This change effort represents a unique combination of three organization development techniques—survey feedback, diagnostic workshops, and systematic problem solving. Survey feedback was aimed at total organization change—the data collected focused on organization-wide problems. The diagnostic workshops focused on the problems and, consequently, change within significant decision making subsystems of the larger organization. The data gathered in the survey and in the diagnostic interviews were dealt with by means of the systematic problem solving approach. One of the design characteristics of this project was to develop within the staff of the college the capacity for continuing the organization change effort to build in a self-renewing capacity. As a function of this design feature, the results of the organization development program are still coming in. Thus, in this paper some of the major changes that have taken place to date and some which are anticipated in the future are described. Finally, the implications of this approach to organization development in education are discussed. (Author/KM)

ED 076 185 JC 730 109

Raichiff, James L.

Community Colleges in Western Canada: A Study of the Development of Provincial Colleges and College Systems. Education 570: The Community and Junior College, Winter Semester, 1972.

Pub Date 14 Feb 73

Note—31p.; Paper presented at American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—College Admission, *College Role, *Community Colleges, *Community Control, Educational Philosophy, *Educational Policy, Post Secondary Education, *Surveys, Vocational Education

Identifiers—Alberta, British Columbia, *Canada, Manitoba, Saskatchewan

A survey of the development and current state of community colleges in Manitoba, Saskatchewan, Alberta, and British Columbia is presented. The data collected generally reflects developments to 1971. Due to the traditional elitism of higher education in Canada, the community college movement has had to justify its existence as useful without duplication of services of either the universities or institutes. Community colleges as open-door institutions with potential student mobility between vocational and academic programs have been slow to arrive. Western Canada has virtually no community colleges if one uses the strict definition of comprehensive colleges articulated and controlled by communities. But the speculation can be made that the idea of provincial service has grown out of the relative autonomy of the individual provinces and has constituted one of the major Canadian adaptations to the comprehensive community college idea. Looking west to east in the four provinces discussed, a steady increase in developmental level and organization of community colleges can be seen. The dominance of university affiliation also has seemed to decrease moving to the west in the provinces discussed. The concept of post-secondary educational service to the entire populace of the province is also more developed in the west than in the east. A constant characteristic throughout the four provinces has been the coupling of community college development with the idea of provincial service. (KM)

ED 076 186 JC 730 110
 Kroeger, Fred Brace, Carl
National Survey of Humanities Courses Offered in Occupational Curricula in the Two-Year Colleges.

Illinois State Univ., Normal.

Pub Date 1 Oct 71

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*College Curriculum, Community Colleges, Graduation Requirements, *Humanities, Junior Colleges, Post Secondary Education, Questionnaires, *Surveys, Technical Reports, *Vocational Education

A national survey was conducted of the humanities or general education courses required or recommended in the occupational curricula of community and junior colleges. Responses to a four-page questionnaire mailed to the president of every two-year college known to the American Association of Community and Junior Colleges totaled 336. Copies of the questionnaire, tabulated data, and a list of colleges participating in the survey are appended. The major conclusion is: It is pretty generally agreed that the average student in the occupational curricula is practical and oriented toward his rather specific occupation. He wants to begin making money to gain the security he needs as soon as he can. Obviously, this student would prefer to concentrate on the most practical courses: he feels he needs for his immediate future and postpone those courses he does not see an immediate value in until later, or forever. Because of this, it is to be regretted that there are so few optional humanities courses offered in these curricula. This is not surprising, however, since the community college is still so oriented toward the four-year college or university that it will deny its own philosophy. It still seems to supply the community with what the faculty thinks should be its needs rather than what it actually wants. It sits in loco parentis to the whole district it serves, telling the community what is good for it whether it likes it or not. For

a related and more extensive document see ED 065 114. (Author/KM)

ED 076 187 JC 730 111

Ross, Donald M. Brown, Jennings G.
Cost of Evaluating Faculty Performance at Antelope Valley Community College for the 1972-1973 School Year.

Antelope Valley Coll., Lancaster, Calif.
Pub Date 3 May 73

Note—5p; Paper presented at California Junior College Association Research Conference (Asilomar, California, May 2-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Costs, Evaluation Methods, *Expenditures, *Faculty Evaluation, Post Secondary Education, Tables (Data), Technical Reports, Unit Costs
Identifiers—*California

The costs incurred at Antelope Valley Community College (California) in evaluating the performance of college faculty members for the 1972-73 school year are summarized. Evaluation fell into two phases—implementation and operation. Implementation involved the issuance of written procedures, necessary forms, the purchase of equipment and supplies, and an initial series of meetings between the administrative staff and faculty. Cost summaries are divided into the two phases, showing two workload conditions. One assumes that manpower had to be paid as an extra charge to the district, and the other restricts manpower costs to new "in-hires" only. Persons evaluated totaled 105 and were divided into three groups—instructors, administration, and non-teaching certificated personnel. (KM)

ED 076 188 JC 730 112

Preisig, Paul P. Frost, Robert

Increasing Student Retention Through Application of Attitude Change Packages (and) Increasing GPA and Student Retention of Low Income Minority Community College Students Through Application of Nightengale Conant Change Packages; A Pilot Study.

Pub Date 73

Note—17p; Paper presented at California Association for Institutional Research, May, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *Autoinstructional Aids, *Changing Attitudes, *Independent Study, *Learning Motivation, Low Income Groups, Minority Groups, Post Secondary Education, *Self Concept, Tape Recordings, Technical Reports

Identifiers—*Nightengale Conant Attitude Change Packages

The first of two studies reported was conducted to determine whether unemployed aerospace engineers who received computer science training as well as the Nightengale-Conant attitude change packages would have a significantly higher course completion rate than control classes who were given the same training without the attitude change packages. The experimental class totaled 30. They listened to the Nightengale-Conant tapes and were given class instruction concerning attitudes and goals. Findings showed that Ss benefited from both the occupational training and the experience of learning to set personal goals and to change attitudes. The second study was conducted to determine whether the application of Nightengale-Conant attitude change packages to low-income, minority community college students would increase their grade point averages and retention rates. Ss were 24 low-income minority students who enrolled in Fall 1972 at San Jose City College and were awarded California Extended Opportunity Program grants in aid. Tapes were checked in and out by student supervisors; little, if any, effort was made to discuss with students ideas on the tapes. Results showed that the GPA and retention rates of these students were higher than the GPA and retention rates of the comparable control group. (KM)

ED 076 189 JC 730 113

Eichson, James C.

An Evaluation of an Innovative Junior College Program for Honor Students.

Pub Date Jul 73

Note—134p; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Data Analysis, Doctoral Theses, *Honors Classes, *Instructional Innovation, Interinstitutional Cooperation, *Junior Colleges,

*Participant Satisfaction, Post Secondary Education, *Program Evaluation, Questionnaires
Identifiers—Des Moines, *Grand View College, Iowa

This study was designed to evaluate an innovative junior college program for honor students at Grand View College, Des Moines, Iowa. The "Three-Year Program for Superior Students" began in 1970 as an experiment in inter-institutional cooperation with selected four-year institutions in Iowa. Students admitted to the program have been able to take their junior year, in certain major areas of study, at the junior college. Transfer to the cooperating senior institutions has been achieved with no loss of credit. Evaluation of the program was made by asking former participants of the program to rate the instructional, curricular, and honors program of the college, according to a common questionnaire. Supplementary data on the students were obtained from each of the cooperating institutions concerning grade point averages and time required for completion of degrees. The results of the study were based on individual responses to the questionnaires and some interviews, as well as academic records at GVC and the cooperating institutions. The results indicated that former honor students rated GVC very high in terms of curricular and instructional services. The honors program, however, drew criticism in terms of its apparent lack of academic orientation. It was obvious that the program had fulfilled a basic need in the college's total program at one time, but it was not beginning to lose not only its distinctiveness but also its importance to the student. Hence, the final recommendation of the study was that GVC ought to move from an honors program for the select student in the direction of a three year baccalaureate degree. (Author/DB)

ED 076 190 JC 730 114

Gardner, Bettye B.

An Educational Response to the Urban Challenge. Urban Development Assistant Project. Final Report.

Essex Community Coll., Md.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Sep 69

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Planning, *College Curriculum, Course Content, *Curriculum Design, *Junior Colleges, Post Secondary Education, Program Descriptions, *Program Evaluation, Urban Studies, *Vocational Education

Identifiers—*Urban Development Assistant

The design and demonstration of a two-year junior college curriculum to train assistants to city planners and to professional personnel in the urban development and renewal fields are described. The Urban Development Assistant Project began in September 1964 and concluded in September 1969. A total of 145 students enrolled in the program. This report summarizes the five-year program in five parts, as follows: Part I. The Curriculum; Part II. The Program; Part III. The Student; Part IV. Evaluation; and Part V. Conclusions and Recommendations. From an analysis of the project, it is concluded that: (1) there is a continuing local and national need for aides to professional planning and housing agency staff members; (2) the Urban Development Assistant curriculum offers a sufficiently comprehensive educational base from which an agency staff member or high school graduate may progress as a productive employee of an urban development office and/or may continue his education in a four-year college, if he so desires; and (3) the career preparation curriculum lends itself to adaptation to meet the particular requirements of local communities and is serving as a model for the development and operation of an ever-increasing number of urban career-oriented instructional programs. An appendix provides supporting material, including job descriptions, evaluation questionnaires, and suggested course outlines, textbooks, and classroom supplies. (DB)

ED 076 191 JC 730 115

Betts, Lee J., Ed.

Servicemen's Opportunity College Catalog. A New Educational Concept for Community/Junior Colleges.

American Association of Community and Junior Colleges, Washington, D.C.; Department of Defense, Washington, D.C.

Report No—RM-345

Note—42p.

Available from—USAFI, 2318 S. Park Street, Madison, WI 53713 (Stock No. RM 345; no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Catalogs, *College Curriculum, *Community Colleges, Degree Requirements, Educational Opportunities, *Extension Education, *Junior Colleges, *Military Personnel
Identifiers—*Servicemen's Opportunity College

A Servicemen's Opportunity College (SOC) is a community or junior college that recognizes the need to aid service personnel in quest of educational goals. This catalog of Servicemen's Opportunity Colleges is designed primarily for the use of educational counselors at military bases and educational institutions. Section I of the catalog is an Introduction. Section II describes the historical development, philosophical bases and relevance to recent military educational policy of the SOC concept. In Section III, the specific criteria that each SOC must affirm is listed. The entire list of colleges affirming the SOC criteria by December 4, 1972, is listed in Section IV, which also details specific information regarding these institutions. An appendix provides a listing of other institutions that have indicated a desire to become identified as SOC's. (DB)

ED 076 192 JC 730 116

Research Memorandum, Vol. 1, No. 1.

Metropolitan Junior Coll. District, Kansas City, Mo.

Pub Date Mar 73

Note—23p; For copies of research publications: Dr. Richard L. Alfred, Asst. Dir. Educational Development and Research, Metropolitan Junior College Dist., 560 Westport Rd., Kansas City, Mo. 64111

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, Higher Education, *Institutional Research, *Junior Colleges, *Models, Post Secondary Education, Research Opportunities, *Research Reviews (Publications), Sex Discrimination, Student Enrollment, Women Professors

The "Research Memorandum," a quarterly publication initiated in December 1972 by the Office of Educational Development and Research of the Metropolitan Junior College District of Kansas City, Missouri, is devoted to the investigation and delineation of research problems common to public and private institutions of two-year college education. Findings from various studies are stated in the context of an empirical research model. In this issue of the "Research Memorandum," this model, its essential objectives and component units are discussed in a summary of a document entitled "Prospectus on Institutional Research in the Metropolitan Junior College District. Other studies reported on are: 1972 Summer Semester Enrollment Analysis; Women's Status in Higher Education and the Professions; Metropolitan Junior College District, 1971-1972. The Educational Development Grants Program to support part-time faculty study and research is described. (DB)

ED 076 193 JC 730 117

Bearden, Margaret R.

Sex Discrimination in San Diego County Community Colleges.

National Organization for Women, San Diego, Calif. San Diego Chapter.

Pub Date Aug 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Community Colleges, Higher Education, Post Secondary Education, *Sex Discrimination, Statistical Data, *Women Teachers

Identifiers—California, *San Diego County

A statistical study of six of the public two-year colleges in San Diego County reveals a significant institutional bias against women instructors. These colleges have a total full-time faculty of 991, of which 264 are women. Four of the colleges have 26% women instructors, one has 24%, and one has 30%. Of the 264 women faculty, 94 teach in the vocational division, notably in the specialties of cosmetology, nursing, and clerical studies, whereas only 133 of the 727 male instructors teach vocational subjects. The breakdown of women instructors in other segments of the faculty is: Physical Education 20, Non-teaching 33, and Arts and Sciences 117. Of the total of 133 persons in the six colleges who are employed in the non-teaching areas, there are

only 9 women librarians, 16 women counselors although the student body is 39% female, and 5 women administrators, who are not in key policy-making positions. A qualified pool of women is assumed to exist as approximately 34% of the master's degrees awarded locally were awarded to women. However, it was found that practices used to recruit faculty resulted in discrimination against women. Proper and possible remedies to the problem are provided. It is concluded that the discrimination, once discovered, should be corrected as it jeopardizes the quality of education for women students, equality of employment opportunity for women instructors, and the legal and ethical position of the community colleges. Notes and a copy of a letter sent to the California Fair Employment Practices Commission are provided. (DB)

ED 076 194

JC 730 118

Blai, Boris, Jr.
Two-Year College Faculties: Their Values and Perceptions [and] Values and Perceptions of Public and Private Junior College Students.
Harcum Junior Coll., Bryn Mawr, Pa.
Report No.—IRR-73-14
Pub Date May 73

Note—15p.; First paper was presented at meeting of Eastern Psychological Association, May 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, College Role, *Institutional Research, Junior Colleges, *Junior College Students, Post Secondary Education, Questionnaires, School Surveys, Speeches, *Student Opinion, *Teacher Attitudes, Teacher Role, Technical Reports, Values
Identifiers—Rokeach Value Survey, The Staff Survey

Two surveys of the 51 faculty members and the 427 students of Harcum Junior College, made to ascertain their values and perceptions as indicated on the Rokeach Value Survey and The Staff Survey (faculty only), were made and results are compared with those of the faculties and students of three California public community colleges. The results showed: (1) Of the 18 Rokeach modes of conduct, all faculties ranked "Honest" and "Responsible" highest, and all students ranked "Honest" and "Loving" highest; (2) On the 18 Rokeach terminal conduct modes, all faculties valued most "Sense of Accomplishment," "Self-respect," "Freedom," and "Inner Harmony"; all students ranked as their top four "Happiness," "Mature Love," "Freedom," and "Comfortable Life." Thus, the faculties and students reflected a self-orientation in their answers; (3) On The Staff Study, replies showed that all faculties shared a somewhat traditional approach to teaching; on qualities most desirable for students to gain, all rated at top "The Ability to Evaluate" and rated lowest "Sensitivity to a World of Beauty," and "A Sense of Social Consciousness" was the penultimate item. As to skills, knowledge, and attitudes the junior college should help students to acquire, the only shared ranking was "Preparation for Further Formal Education"; the Harcum faculty priority was upon self and personal achievement goals, and the non-Harcum faculty placed priority upon learning mastery and understanding; and (4) Both types of faculties showed a substantial matching in ranking patterns on a self-evaluated comparison with other junior college teachers, selecting the same top four traits: knowledge of institutional practices, accepting junior college philosophy, understanding the philosophy, and ability to teach. (DB)

LI

ED 076 195

LI 004 118

A Long Range Program for the Development of Library Service for the Citizens of Idaho; Phase I of Planning Document.

Idaho State Library, Boise.

Pub Date Jun 72

Note—37p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
Identifiers—Idaho, Library Services and Construction Act, LSCA, *State Plans

The assessment of needs identified by this long range program for library services in Idaho include the needs for services at the state, regional and local levels. It also discusses Idaho's public school, and academic libraries and the specialized library services needed for: the blind and physically handicapped, the aging, migrants, and Indians. The requirements for library facilities, personnel and financing in order to fulfill the identified needs are included as part of the long range program. Specific goals and objectives make up the final section of this plan. (Other State Plans are: ED 069318 - 069326, 070443 - 070452, 070475 - 070483, 070486 - 070494, 071693 - 071698 and 071715 - 071716 and LI 004114 - 004117.) (Author/NH)

ED 076 196

LI 004 294

Coughlan, Margaret N., Comp.
Creating Independence, 1763-1789; A Selected Annotated Bibliography.

Library of Congress, Washington, D.C. Children's Book Section.

Pub Date 72

Note—90p.;(69 References)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3001-0046, \$.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American History, Annotated Bibliographies, Childrens Books, History, Library Material Selection, *Recreational Reading, *Revolutionary War (United States), *United States History, Young Adults

The era of the Revolutionary War has provided subject material for numerous histories and biographies. The Children's Book Section of the Library of Congress has compiled this bibliography as a guide in the selection of background reading for young people in connection with the Bicentennial of the American Revolution. Criteria for selection included factual accuracy, logical organization, and clear succinct writing. Some historical novels have been included but textbooks have been omitted. Subject divisions are: (1) The Times, (2) The Rise of Discontent, (3) A Few Hot and Designing Men, (4) Acts and Declarations, (5) The Days of Revolution, (6) Soldiers, Spies, and Citizens, (7) The Sound of the Drum, (8) A Constitution is Born, and (9) Heroes, Heroics, and Tradition. (Author/DH)

ED 076 197

LI 004 295

Line, Maurice B. And Others

Patterns of Citations to Articles within Journals: A Preliminary Test of Scatter, Concentration and Obsolescence.

Bath Univ. of Technology (England). Univ. Library.

Pub Date Oct 72

Note—37p.;(15 References)

Available from—Bath University Library, Claverton Down, Bath BA2 7AY, England (50 pence)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographic Citations, Information Utilization, *Library Material Selection, *Obsolescence, *Periodicals, *Technical Reports

Identifiers—*Scientific Periodicals

If citations are concentrated on a relatively small number of articles within individual journals as well as between different journals, selections of key articles can be published that should satisfy a high percentage of library demand for back runs at low purchase cost. To test this hypothesis, a test was carried out on self-citations in three journals in different scientific disciplines. The results show a considerable degree of concentration, though it differs from journal to journal. The relationship of self-citations as indicators of use is discussed, and a comparison was made with citations to the same journals in "Science Citation Index." The papers that were most frequently cited were different at different periods. The data also provided an opportunity to compare synchronous and diachronous obsolescence. Their differences are discussed and the latter is shown to depend on more variables than the former, but differences between the two were not demonstrable. Obsolescence rates were measured as the annual rate of decay in the probability that any one paper of a given age would be cited in any one paper in the same journal of a given year. (Author/NH)

ED 076 198

LI 004 296

Canadian Materials 1971; An Awareness List for School Resource Centres of Print and Nonprint Materials Issued in the Calendar Year 1971.

Canadian Library Association, Ottawa (Ontario); Canadian School Library Association. Materials Committee.

Pub Date Apr 73

Note—46p.;(336 References)

Available from—Canadian Library Association, 151 Sparks Street, Ottawa, Ont. K1P 5E3 Canada (\$3.25)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Foreign Countries, *Foreign Culture, *Information Sources, *Instructional Materials, Library Collections, *Library Material Selection, Media Selection, Resource Centers, *School Libraries
Identifiers—*Canada, Nonbook Materials

The Canadian School Library Association has compiled a listing of materials produced in Canada that are particularly relevant to young Canadians from kindergarten to grade 12 with emphasis on materials not likely to be widely reviewed. Subjects covered include art, language and literature, natural history, religion, and technology; however basic textbooks, government documents and works in French were excluded. Titles are listed alphabetically and a subject index is included. (DH)

ED 076 199

LI 004 304

A Guide to the Use of the SRS Research Information System; Instruction Manual.

Institute for the Crippled and Disabled, New York, N.Y. Research Utilization Lab.; Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research Utilization.

Report No.—SRS-73-05653

Pub Date 72

Note—36p.;(0 References)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock # 1762-00070, \$.65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Centers, Information Needs, Information Services, *Information Systems, Information Utilization, *Rehabilitation, *Research, *Social Services
Identifiers—*Social and Rehabilitation Service, SRS

The Social and Rehabilitation Service (SRS) has developed the Research Information System (RIS), a central information base which evolved from research and demonstration (R&D) programs sponsored over the years by SRS. It was specifically designed for use by the practitioner rather than by the formal researcher in an area of special investigation. The system is a key to some of the answers to problems that practitioners face today. By using it, persons concerned with decision-making and service delivery can acquaint themselves with a great variety of alternatives which are applicable to their responsibilities. RIS contains, in printed copy and in microfiche, the final reports of all SRS research projects as well as abstracts of those reports and a general index. The system has been evaluated and field tested throughout the United States. Because of their standardized format, compact size, and representation of total SRS research, the abstracts and microfiche lend themselves to ready usage. They constitute a nucleus of informational materials which will be expanded and refined as the R&D program continues. In this manual, techniques for use, system components, and target groups are treated in detail. (The SRS Thesaurus is available as LI 004305.) (Author/NH)

ED 076 200

LI 004 305

Schultz, Claire K., Ed.

SRS Research Information System Thesaurus.

Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research Utilization; University City Science Center, Philadelphia, Pa.

Report No.—SRS-72-05652

Pub Date 72

Note—73p.;(0 References)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock # 1760-0113, \$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, Indexing, Information Retrieval, *Information Systems, *Rehabilitation, *Research, *Social Services, Subject Index Terms, Thesauri, Vocabulary

Identifiers—*Social and Rehabilitation Service, SRS

For information storage and retrieval, a thesaurus is used during indexing and searching processes to translate from natural language into a more restricted retrieval system language. The purpose of this thesaurus is to control the language used to index and retrieve documents of interest to Social and Rehabilitation Service (SRS) and the personnel it serves. At present the indexing so controlled is the SRS "Research Information System Index." Searchers using that document need to be guided by the thesaurus. SRS hopes, however, that the effort expended to study the SRS language and to set it forth, showing interrelationships among terms, will be of use also to those interested in such things as social science language "per se," the scope of activities of SRS, and the categories of clients served. There are three sections to this thesaurus, presenting three arrangements of its terminology. The first is an alphabetic list of terms, both those accepted as system terms and those that refer the user to system terms. The second is a hierarchic arrangement of system terms only. The third is an alphabetic word index to every word used in a multiword term. (The SRS "Research Information System" instruction manual is available as LI 004304.) (Author/NH)

ED 076 201

LI 004 306

Sperys-Duran, Peter

Secondary Access Storage of Books in Small and Medium-Sized Academic Libraries: A Proposal for an Experimental Model.

Florida Atlantic Univ., Boca Raton.

Pub Date May 73

Note—22p. (10 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Books, *College Libraries, Library Collections, *Library Facilities, Library Materials, Library Planning, Research Design, *Storage, *University Libraries, Use Studies

Identifiers—*Book Storage

The steady growth of the academic libraries reflects a true increase in the body of human knowledge. The average academic library either now has, or will have within the next few years, a severe space problem related to housing of books. The seemingly limitless growth of space needs creates problems compounded by rising costs of buildings and equipment. Effective future planning of academic libraries would be greatly facilitated if there were some theoretical bases which could be used to predict the probable distribution of the future use of library materials in subject matters that have curricular significance on a given campus. This paper proposes to design a method by which small and medium-sized academic libraries can determine the relationship between usage and age of monographic material, and the application of this relationship to consideration of the possible establishment of a less expensive secondary access storage facility. Since studies of this magnitude are expensive, a pilot study at the Florida Atlantic University campus is proposed to test for design weaknesses and validity. The results should be useful to other academic libraries in terms of research design and other appropriate applications. (Author/NH)

ED 076 202

LI 004 307

Planning for School Library/Media Programs, 1972-75.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Report No.—Bull-3183

Pub Date 72

Note—16p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Instructional Materials Centers, Library Equipment, Library Expenditures, Library Facilities, Library Materials, *Library Planning, *Library Programs, Library Services, Personnel, *School Libraries

Identifiers—*Wisconsin

This booklet has been designed for use in the following areas: (1) As a data collection instrument providing a measure of media program development in the State of Wisconsin. As such, it will be used in conjunction with information from the earlier School Library Survey to provide state-level longitudinal data on school media programs; (2) As a planning device for use by the individual schools within Wisconsin in examining their current status, defining local needs, and establishing short-range and long-range goals for school media programs. "Planning for School

Library/Media Programs, 1972-1975" is intended to provide local schools with a format for media needs assessment and a convenient vehicle for seeing where they are and where they're going in terms of both priorities and timelines; and (3) As a self-evaluative instrument for use by individual schools in monitoring the progress of their media program development. It also indicates to the local schools the criteria by which their media programs will be evaluated at the state level. (Author/NH)

ED 076 203

LI 004 308

Hruska, J. Burk, C. F., Jr.

Computer-Based Storage and Retrieval of

Geoscience Information: Bibliography 1946-69.

Canadian Centre for Geoscience Data, Ottawa (Ontario).

Spons Agency—Department of Energy, Mines, and Resources, Ottawa (Ontario).

Report No.—Pap-71-40

Pub Date 71

Note—56p. (336 References)

Available from—Information Canada, Ottawa,

Canada (Catalogue # M44-71-40, \$1.50)

Document Not Available from EDRS.

Descriptors—Automation, Bibliographies, Computers, Data Bases, *Geology, *Information Retrieval, *Information Storage, Information Systems

The application of computer technology to storage and retrieval of geoscience data has increased markedly since about 1966, and has resulted in the publication of numerous papers describing various aspects of this work. Unfortunately, these are widely dispersed in the literature, many in relatively obscure journals, proceedings and other sources. This bibliography has been compiled to make possible more effective use of this reservoir of experience, techniques and applications. The objective of the bibliography is to cite all papers published or made available to the end of 1969 that deal with one or both of the following: (1) Use of computers and/or computer-readable records for the storage and retrieval of geoscience information, including data, bibliographies, abstracts, indexes, text, and graphical representations; (2) Techniques, codes, thesauri, studies, or other aids of direct assistance to the above items in (1). The scope of geoscience is limited to the solid-earth sciences, and the bibliography does not include such other computer-oriented applications as data analysis, mathematical geology, statistics, simulation or non-computer oriented systems. (Author/SJ)

ED 076 204

LI 004 309

Gaffner, Haines B.

Are Libraries Causing or Utilizing the Information Explosion?

Information Clearing House, Inc., New York, N.Y. FIND Div.

Pub Date 7 Feb 73

Note—8p. (0 References); Remarks to the New York Chapter of the S.L.A.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Centers, Information Dissemination, Information Needs, *Information Services, Information Sources, Information Utilization, *Libraries, Library Services

Identifiers—FIND, *Library Role

Libraries must be aware of the needs of the users in their funding organization, and yet, there is growing concern among library funding organizations that libraries are not fully coping with the information explosion. In fact, libraries, by not adopting new techniques to become more productive, are actually helping to cause the problems of the information explosion, rather than utilizing all the new information available to benefit the needs of their funding organization. Because of the information explosion the user of information today has to cull through so much more available data than in the past. The emphasis must shift, therefore, to giving the user the most pertinent facts, to select the information he needs from the enormous amount available. The libraries that seem to be growing and having less trouble getting funded are those which look upon their role as an information center. FIND, a question-answering service providing information on demand, an associate company of SVP in Paris, can enable libraries to become true information centers. (Author/SJ)

ED 076 205

LI 004 310

Cole, John Y.

A Century of Copyright in the Library of Congress.

Copyright Society of the U.S.A., New York, N.Y. Pub Date 70

Note—12p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Copyrights, *Depository Libraries, Government Libraries, History, Libraries, Library Collections, National Libraries

Identifiers—*Library of Congress, Library Role

Before 1870, copyright registration and deposit were functions of several government departments. After the first Federal copyright law was passed in 1790, copyright registration was performed by the clerk in the U.S. district court for the district where the applicant resided, and single copies of copyright deposits were sent to different offices. The 1870 copyright law, a major concern of Ainsworth Spofford, Librarian of Congress, provided that two depository copies should be sent to the Librarian of Congress, who was to perform all duties required by the copyright law, and that all copyright records and deposits of the district courts and the Patent Office should be transferred to the Library of Congress. By establishing a central registration system for copyright and ensuring a constant flow of copyright deposits, the law permanently altered the nature of the copyright business of the Government and the nature of the Library of Congress. This brief pamphlet, prepared for an exhibit at the Library of Congress, discusses Spofford's role in the 1870 copyright law. (Author/SJ)

ED 076 206

LI 004 311

Stevens, Roland E.

A Feasibility Study of Centralized and Regionalized Interlibrary Loan Centers.

Association of Research Libraries, Washington, D.C.

Spons Agency—National Commission on Libraries and Information Science, Washington, D.C.

Pub Date Apr 73

Contract—OEC-0-72-6688

Note—65p. (60 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Centralization, Feasibility Studies, Federal Aid, *Interlibrary Loans, Library Circulation, *Library Cooperation, Library Expenditures, Library Networks, *Library Planning, *Library Reference Services, Regional Programs

Identifiers—*Library Statistics

The present interlibrary loan system will need to be better organized and expanded to include centralized regional centers in order to meet the increasing volume of requests. Presently about 70% of 10 million requests are being successfully filled within regional and local systems. Two major problems of the present system are (1) unequal distribution of lending and (2) difficulty filling incomplete and incorrect requests. These will be growing problems as the request rate doubles during this decade. Present regional systems, and current literature were studied, and persons involved in interlibrary loans were interviewed during this study. Recommended is a network to be funded by the Federal Government of regional bibliographic centers, resource centers and back-up centers centrally planned, but with a decentralized service program; Methodology and an outline for a cost study are included. (Author/DH)

ED 076 207

LI 004 312

Tate, George F.

A Practical System of Photography for Genealogists and Historians.

Pub Date Jan 71

Note—6p. (3 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, Microform Readers, Photographic Equipment, *Photography, Records (Forms), Reprography

Identifiers—*Genealogy

The purpose of this report is to describe the KISS (Keep It Sweet and Simple) system of photography for accurately and rapidly copying genealogical and historical records on 35mm film, developing the same and using the resulting negative roll in a regular microfilm reader for immediate viewing. The basic requirement of the system is that it be simple to use, without com-

plicated lights or accessories, positive in its results, and aside from the initial camera investment, very economical in operation. A simple method of personal microfilming is described wherein records are copied on 35 mm film, the film developed and the resulting negative roll read on a conventional microfilm reading machine. A 35mm single-frame camera is used with fast, wide-latitude film and "available light." Development and handling suggestions are given. (Author)

ED 076 208 LI 004 313

Speert, Kathryn H. Wishik, Samuel M.
Fertility Modification Thesaurus with Focus on Evaluation of Family Planning Programs.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction. Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 73

Note—200p.; (6 References)

Available from—International Inst. for the Study of Human Reproduction, Div. of Social & Administrative Sciences, Columbia Univ., 78 Haven Ave., N.Y., N.Y. 10032; Attn: Mrs. Vergollo. (\$5.00, payable to Trustees of Columbia Univ.)

Document Not Available from EDRS.

Descriptors—*Family Planning, Lexicography, Population Education, Program Evaluation, Reproduction (Biology), *Subject Index Terms, Thesauri

The Division of Social and Administrative Sciences of the International Institute for the Study of Human Reproduction at Columbia University has compiled this list of terms used in indexing the literature for family planning program evaluation. This thesaurus should prove of direct use to the indexer of documents describing family planning program development and evaluation. The thesaurus has been developed to be compatible with the National Library of Medicine's "Medical Subject Headings" (MeSH) and may be supplemented by their descriptors in biology, chemistry, and clinical medicine. There are four sections to the thesaurus: an alphabetical arrangement of sets of terms, and three appendices—an alphabetical list of descriptors, categories, and hierarchy. (Author/SJ)

ED 076 209 LI 004 314

Patrinostro, Frank S., Comp. Sanders, Nancy P., Ed.

A Bibliography of Literature on Planned or Implemented Automated Library Projects, Part I; Volume 9, World Survey Series.

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 73

Note—69p.; (600 References)

Available from—The LARC Association, P. O. Box 27235, Tempe, Arizona 85282. (Paperback, \$12.00, Hardback, \$15.00)

Document Not Available from EDRS.

Descriptors—Abstracting, Bibliographies, Cataloging, *Computer Science, Indexing, Information Retrieval, Information Storage, Library Acquisition, *Library Automation, Library Circulation, Library Networks, *Library Planning, *Library Technical Processes

Identifiers—SDI, *Selective Dissemination of Information

The primary purposes of this bibliography are to present an overview of published works which relate to the use of new technologies in library operations, to call attention to a number of valuable reference works published on the subject, and to assist librarians and library systems scientists who are engaged in the planning and/or implementation of computer-based systems to locate documents for their own studies. Part I, Volume 9, of the 12 volume LARC World Survey Series, is comprised of comprehensive listings of materials which relate to specialized areas of library automation including Abstracting and Indexing Applications, Acquisitions Applications, Administration and Management Support, Bibliography and Special Cataloging Applications, Cataloging Applications, Circulation Applications, Data Base Applications, Information Storage and Retrieval, Networks and Cooperative Systems, Selective Dissemination of Information, and Serials/Periodicals Applications. Part II is LI 004315. (Other publications in this series are: ED 060904, ED 060873, and ED 063005.) (Author/DH)

ED 076 210 LI 004 315

Patrinostro, Frank S., Comp. Sanders, Nancy P., Ed.

A Bibliography of Literature on Planned or Implemented Automated Library Projects, Part II; Volume 10, World Survey Series.

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 73

Note—70p.; (700 References)

Available from—The LARC Association, P.O. Box 27235, Tempe, Arizona 85282. (Paperback, \$12.00; Hardback, \$15.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Computer Science, Conference Reports, Information Science, *Library Automation, Library Networks, *Library Planning, *Library Technical Processes, *Special Libraries, Technological Advancement

The primary purposes of this bibliography are to present an overview of published works which relate to the use of new technologies in library operations, to call attention to a number of valuable reference works published on the subject, and to assist librarians and library systems scientists who are engaged in the planning and/or implementation of computer-based systems to locate documents for their own studies. Many of the articles and publications listed are not as widely known in library automation circles as they deserve to be. It is the hope of the editor that this bibliography will provide a useful introduction to these reference publications. Part II, Volume 10 of the World Survey Series consists of listings in the following areas: General Automation Topics, Special Library and Information Applications and Conference, Meeting, & Seminar Proceedings. Part I is LI 004314. (Other publications in this series are ED 060904, ED 060873, and ED 063005.) (Author/DH)

ED 076 211 LI 004 316

Schumacher, H. H. And Others

The Use of Selected Portions of Technical Documents as Sources of Index Terms and Effect on Input Costs and Retrieval Effectiveness.

Air Force Materials Lab., Wright-Patterson AFB, Ohio.; Dayton Univ., Ohio. Research Inst.

Report No—AFML-TR-73-53

Pub Date May 73

Note—87p.; (14 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, *Cost Effectiveness, Data Bases, Information Centers, Information Processing, Information Retrieval, *Input Output Analysis, *Relevance (Information Retrieval), *Subject Index Terms, Technical Reports

Identifiers—*Aerospace Materials Information Center, AMIC

A correlation between recall (the retrieval of all available relevant documents) and quantity of text which served as a source of index terms on input can reasonably be expected. Specifically, recall should decrease as the quantity of text serving as a source of index terms is restricted. On the other hand, the time for indexing and therefore the input cost should be less, thus establishing a tradeoff between input cost and retrieval effectiveness. It was desired to quantify the effect of restricting the source text on both retrieval effectiveness and input cost. An experiment was designed in which the full technical document text was divided into five categories: (1) title; (2) abstract; (3) table of contents and lists of figures and tables; (4) author-assigned keywords; and (5) the body. An experimental data base of technical documents was created, for which the index term source category and the time required for indexing by category was recorded. Sets of Selective Dissemination of Information (SDI) and retrospective searches were run against the data base, and retrievals were analyzed. Based on the results, it was decided that the body of the document could be excluded as a source of index terms. This decision was translated into a reduction of unit cost from \$10 to \$8.25. (Author/SJ)

ED 076 212 LI 004 317

Bhat, U. Narayan Nance, Richard E.

Dynamic Quantum Allocation and Swap-Time Variability in Time-Sharing Operating Systems.

Southern Methodist Univ., Dallas, Tex. Computer Science/Operations Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TR-CP-73009

Pub Date Apr 73

Note—20p.; (16 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Computers, *Computer Science, Mathematical Models, Program Effectiveness, Time Sharing

The effects of dynamic quantum allocation and swap-time variability on central processing unit (CPU) behavior are investigated using a model that allows both quantum length and swap-time to be state-dependent random variables. Effective CPU utilization is defined to be the proportion of a CPU busy period that is devoted to program processing, i.e. the time not spent in swapping. Using this measure computational results are derived for four cases: (1) both quantum and swap-time constant, (2) varying quantum and constant swap-time, (3) constant quantum and varying swap-time, and (4) both quantum and swap-time varying. An allocation strategy that reduces the quantum as the number of tasks in queue increases proves superior to both a strategy that increases the quantum and to the common constant quantum strategy. Swap-Time variability is shown to have a more pronounced effect than quantum variability. (Author)

ED 076 213 LI 004 318

Hemming, Cliff Smith R. J., II

An Introduction to Register Transfer Level Simulation of Digital Systems.

Southern Methodist Univ., Dallas, Tex. Computer Science/Operations Research Center.

Report No—TR-CP-73013

Pub Date May 73

Note—38p.; (32 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Computers, *Computer Science, *Digital Computers, Program Descriptions, Program Design, Simulation

Register transfer level (RTL) descriptions of digital systems have certain advantages over other descriptive techniques, especially during early phases of the design effort. There are at least three identifiable major uses for RTL-type descriptions. First, RTL can serve as documentation of digital processor behavior, recording in a concise fashion the operational characteristics of the system. RTL may also be used as the input notation accepted by an automatic translator which develops hardware structural details corresponding to the behavior described; output from such systems consist of appropriate logic modules, gates and other elements selected from a predefined library, along with suitable interconnections. A third important application of RTL descriptions is in the simulation of digital systems, primarily during the system design process. In this case, RTL descriptions are processed by a portion of the simulation system, producing a model of the subject processor; as will be seen later, this model often includes structural as well as behavioral (control) elements. Initial conditions and external stimuli can then be applied to the model which, in conjunction with simulator facilities, produces appropriate outputs representing behavior of the simulated system. (Author)

ED 076 214 LI 004 319

Olsen, Harold Anker, Comp.

The Economics of Information; Bibliography and Commentary on the Literature. Second Edition, 1972.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Pub Date 72

Note—32p.; (160 References)

Available from—Science Associates/International, Inc., 23 East 26th Street, New York, N. Y. 10010 (\$7.50)

Journal Cit—Information-Part 2; March-April 1972

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, *Economics, *Information Processing, *Information Science, *Information Utilization, *Literature Reviews

This report explores the bodies of literature pertinent to the economics of information, a topic of growing interest to the information community and to economists. As used here, economics of information refers to the concepts and tools of economics as they apply to information activities. The report consists of (1) a short section on the economists' framework for analysis, (2) a table that divides the pertinent literature

ture into 14 categories, briefly defines each category, and explains why it is important to information activities, (3) a brief commentary on the state of this literature and (4) a selected bibliography of over 300 items. An exhaustive list of all items could not be done in this initial effort, but, most recent literature, especially monographs, technical reports and literature surveys, is covered to the extent that a reader should get a good introduction to this literature. In addition, 25 items are identified as giving particularly informative overviews. These items represent the full range of material from theoretical studies to applied analyses, plus several surveys. (The first edition is available as ED 044 545.) (Author)

ED 076 215 LI 004 320

Klempner, Irving M.

Audiovisual Materials in Support of Information Science Curricula: An Annotated Listing with Subject Index. First Edition, Revised.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—American Society for Information Science, Washington, D.C. Special Interest Group on Education for Information Science; Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Pub Date May 72

Note—26p.; (195 References)

Available from—Science Associates/International, Inc., 23 East 26th Street, New York, N. Y. 10010 (\$7.50)

Journal Cit—Information-Part 2; May-June 1972
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Audiovisual Aids, Films, Filmstrips, *Information Science, *Instructional Films, *Instructional Materials, Library Education, *Library Science

Identifiers—*Information Science Education

The 195 audiovisual aids listed in this annotated bibliography aim toward introducing students of library science to the rapidly evolving theory and technology of information science. Each item lists the title, length of film in minutes, a brief description of the content, and the current availability. A subject index is provided. (The first edition is available as ED 051 819.) (MM/SJ)

ED 076 216 LI 004 321

Perkins, John W. And Others

Library of Congress Classification Adapted for Children's Books, Second Edition.

Inglewood Public Library, Calif.

Pub Date 72

Note—108p.; (0 References)

Available from—City of Inglewood, Finance Department, Number One Manchester, Inglewood, California 90301 (\$3.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Childrens Books, *Classification, Library Technical Processes, Subject Index Terms

Identifiers—Library of Congress, *Library of Congress Classification

This publication presents a book classification system which is adapted from the Library of Congress classification and is designed especially for children's books. The classification system was developed to prepare children to use adult materials (employing Library of Congress classification) by means of a gradual transition, provide a system easier for children to understand than the Dewey Decimal classification, and more closely reflect the subject matter of children's books. The classification system could be easily expanded as required, and its use would cause a mandatory re-evaluation of children's subject materials. The system retains a close relationship to the original Library of Congress classification system and employs one or two letter subclasses with numbers as required. The classification system is supplemented by a comprehensive list of index headings arranged alphabetically. Index headings are also arranged by classification so as to illustrate subject groupings of each subclass. There is also a section on suggestions and recommendations for spine labels and special collections. (A similar classification for children's sound recordings is LI 004 322.) (Author/SJ)

ED 076 217 LI 004 322

Perkins, John W. And Others

Library of Congress Classification Adapted for Children's Sound Recordings.

Inglewood Public Library, Calif.

Pub Date 73

Note—23p.; (0 References)

Available from—City of Inglewood, Finance Department, Number One Manchester, Inglewood, California 90301 (\$2.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood Interests, Children, *Classification, *Music, *Phonograph Records, Subject Index Terms

Identifiers—Library of Congress, *Library of Congress Classification

This publication describes how the Library of Congress classification adapted for children's books by the Inglewood Public Library can also be used in the classification of children's sound recordings. One of the major features of the classification system is its applicability to various media, as it provides a method by which the same work can be uniformly classified regardless of the medium in which it appears. The publication also contains material on the revision and expansion of the M (Music) class shown in the Inglewood Public Library's "Library of Congress Classification Adapted for Children's Books, Second Edition" (LI 004 321). The following music subclasses were developed to more closely reflect the subject matter of children's sound recordings: M (Instrumental and vocal music), MC (Songs), ME (Folk music), MG (Popular music), MJ (Film and theater music), ML (Literature of music), and MT (Musical instruction and study). A listing of music index headings (revised from the book classification system) is included, as is a selected list of phonograph records illustrating a wide range of subjects within the classification system. (Author/SJ)

ED 076 218 LI 004 323

A Catalyst for the Humanities: The Public Library; Projects of the Tulsa City-County Library System, Funded by the National Endowment for the Humanities, 1968-1971.

Tulsa City-County Library System, Okla.

Pub Date [72]

Note—35p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Problems, Community Role, Instructional Materials, *Library Programs, *Library Services, *Public Libraries, Resource Centers, Urban Areas

Identifiers—*Tulsa City County Library System

The value of the humanities is obvious to anyone who has looked to literature for insight, to philosophy for wisdom, to the arts for pleasure. In an effort to demonstrate how the humanities can help modern society deal with some of its most pressing and complex problems, the National Endowment for the Humanities gives grants for scholarly research and public projects that aim to disseminate humanistic knowledge. Realizing the public library's unique potential as an open forum and catalyst in the discussion of community issues and its advantages as a multi-media resource center, in the fall of 1968 the Tulsa City-County Library (TCCL) System applied for a grant from the National Endowment. TCCL used government funds for a close examination of modern urban problems. The broad goals of TCCL throughout all three projects were: to deal with the important issues of modern urban life, to provide multi-media information on these topics, and to provide a public forum on the problems encountered. TCCL's administration urged not only library staff members to participate in all phases of the three projects, but also asked the community at large to help develop and implement programs. This document is a narrative and pictorial report of the projects. (Author/SJ)

ED 076 219 LI 004 332

Patinostrro, Frank S., Comp. And Others

Available Data Banks for Library and Information Services.

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date Jan 73

Note—40p.; (0 References)

Available from—The LARC Association, P. O. Box 27235, Tempe, Arizona 85282 (LARC Members \$4.00; Non-Members \$6.50)

Document Not Available from EDRS.

Descriptors—*Computer Science, *Data Bases, Directories, *Electronic Data Processing, Information Dissemination, Information Retrieval, *Information Services, Information Storage, *Information Systems, Library Automation, Library Services

More than 100 data banks are listed with notes indicating the sponsoring agency, the type of material stored, where available, and the number of references stored annually. Characteristics of data banks, types of storage, descriptions of devices, and storage organization are briefly discussed in the introduction. Indexes to the data banks listed by sponsoring organization and the subject covered are included. (DH)

ED 076 220 LI 004 333
National Serials Data Program; Phase I, Final Report.

Library of Congress, Washington, D.C. Information Systems Office.

Pub Date Jun 69

Note—94p.; (3 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, *Data Bases, *Library Automation, Library Surveys, National Libraries, Periodicals, *Serials, Systems Development, Use Studies

The primary objective of the National Serials Data Program is the design and implementation of a national serials information system. The goals of this system are the provisions of timely, accurate, and comprehensive information about serial publications within a framework of quantitative efficiency and agreed upon cost effectiveness. The intent of the program is the creation of a mechanized data base which would encompass all the world's serial literature without regard to subject or disciplinary classification. The data base would contain information relating to the description and location of all serials in order to increase the bibliographical and physical accessibility to serials. The three national libraries accepted the responsibility for implementing the first phase of the Serials Data Program. The Library of Congress was the executive agent for this project, and its Information Systems Office had the responsibility for project direction. The Joint Committee on the Union List of Serials acted in an advisory capacity. This document reports upon phase I of the project including results of a user survey and alternatives to the proposed system. (A related document is ED 063 009.) (Author/SJ)

ED 076 221 LI 004 334

Ryder, Dorothy E., Ed.

Canadian Reference Sources; A Selective Guide.

Canadian Library Association, Ottawa (Ontario).

Pub Date 73

Note—197p.; (1300 References)

Available from—Canadian Library Association,

151 Sparks Street, Ottawa, Ont. K1P 5E3 (\$10.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, Foreign Countries, Foreign Language Books, Humanities, *Library Collections, Library Material Selection, Library Reference Services, *Reference Books, *Reference Materials, Sciences, Social Sciences

Identifiers—*Canada

The purpose of this work is to provide librarians and students with a guide to Canadian reference material divided into the following fields: general reference works, the humanities, science, and the social sciences. It is a selective guide only, and does not aim at completeness. The material covers Canada in general, the ten provinces, the territories, and three cities—Ottawa, Montreal, and Toronto. No geographical area smaller than a province, with the exception of the three cities named, is considered. However, the emphasis is on Canada in general, the provinces receiving coverage in certain selected subjects, and the three cities receiving merely a token coverage. Reference works such as those dealing with individuals or with particular laws have been excluded. New editions and new works up to December 1971, which have come to the attention of the editor, have been listed. A subject, author and title index is included. (Author/DH)

ED 076 222 LI 004 335
A Collection of Materials Currently in Use by Educational Information Centers.

Research and Information Services for Education, King of Prussia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Grant—OEG-0-71-3879

Note—224p.; (0 References); Prepared for the National Conference of Educational Information Centers (Downington, Pa., September 19-21, 1972)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Educational Facilities, *Educational Resources, *Information Centers, *Records (Forms), Resource Centers

Identifiers—*Educational Information Centers

Copies of various forms and resources of educational information centers represented at the National Conference of Educational Information Centers, Downington, Pennsylvania, 19-21 September 1972, are compiled in this volume. Materials are grouped under the following headings: center resources, reports, field agent information, job descriptions, request record keeping, internal records, request forms, information flow, evaluation, organizational charts, and agreement of services. The centers represented are: Iowa Network for Obtaining Resource Materials for School, Kansas Project Communicate, Merrimack (Mass.) Educational Center, New York Educational Programs and Studies Information Service, North Carolina Research and Information Centers, North Dakota Research and Information Centers, Northern Colorado Educational Board of Cooperative Services, Pennsylvania Research and Information Services for Education, Rhode Island Information Center Component, San Mateo Educational Resources Center, South Carolina Research Information Unit, Texas Information Service, and Utah Technical Assistance Information Center. (SJ)

ED 076 223

LI 004 336

Cruz, Rienti, Comp.

Ralph Nader: A Bibliography.

Waterloo Univ. (Ontario). Dana Porter Arts Library.

Pub Date 15 Apr 73

Note—33p.; (366 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Consumer Economics, *Consumer Education, *Consumer Science, Dissent, Ecology, Economic Education, Government Role, Library Collections, Library Material Selection, *Political Issues

Identifiers—*Nader (Ralph)

Ralph Nader has relentlessly probed almost every important issue including consumer protection, industrial ecology, and the seat of political power, the Congress of the United States. Material by and about Nader has been listed in the bibliography to provide a comprehensive view of the man and his work. The material is divided into sections including, 1) monographs by Nader and his study groups, 2) periodical articles by and about Nader, 3) testimony before Congress, 4) reviews of Nader's monographs, and 5) monographs about Nader. Material is dated 1960 to 1972. (Author/DH)

ED 076 224

LI 004 337

Lawson, Roger S.

Perspectives on the Development of a Comprehensive Labor Market Information System for Michigan.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.; Michigan State Office of Manpower Planning, Lansing.

Pub Date Apr 73

Note—79p.; (106 References); Methods for Manpower Analysis No. 6.

Available from—W. E. Upjohn Inst. for Employment Research, 200 South Westnedge Ave., Kalamazoo, Mich. 49007 (\$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Bases, Information Sources, *Information Systems, Labor Force, *Labor Market, Manpower Needs, Systems Development

Identifiers—*Michigan

This report recommends a course of action for the State of Michigan to follow in developing a comprehensive labor market information system as a basis for planning educational curricula and for delivering other manpower or human resource development services. The author gives a broad conceptual definition of a comprehensive manpower information system; defines Michigan's need for such a system; and considers some ways in which unmet needs could be resolved. Essential data elements are described in terms of the

needs of the system's users: individuals seeking work, state and local governments in the process of planning and evaluating programs, employers, counselors, and job developers. Appendix material includes a description of the components of a comprehensive manpower information system and a directory of current sources of labor market information for the nation as well as for states and local areas. The report outlines some of the federal initiatives in providing labor market information and some of the research being done on methods for providing such information. It concludes with specific recommendations regarding: the development of a comprehensive labor market information system for the state; program priorities; and, means by which the needs of local area data users can be met. (Author)

ED 076 225

LI 004 338

Fox, Ann M.

The Amenability of a Cataloging Process to Simulation by Automatic Techniques. Final Report. Illinois Univ., Urbana. Graduate School of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-E-123

Pub Date May 72

Grant—OEG-5-9-235123-0019(095)

Note—477p.; (42 References); Doctoral Thesis; University of Illinois, Urbana-Champaign

Available from—University Microfilms, 200 N. Zeeb Road, Ann Arbor, Michigan 48106 (UM-73-9934, HC \$10.00, MF \$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Automation, *Cataloging, Doctoral Theses, Graphs, Library Technical Processes, Models, *Simulation

This study attempts to determine whether the human intellectual process of cataloging bibliographic materials, using the Anglo-American (AA-1967) and American Library Association (ALA-1949) cataloging codes, can be simulated by automatic techniques. The specific cataloging process is that which concerns selection of entry. Automatic techniques used to simulate the entry process are directed tree graphs. It is the basic assumption of the study that the AA rules of entry are more amenable to simulation than the ALA rules of entry. Measurement of amenability was determined in terms of four criterion variables. With the exception of one variable, measurement did not support this assumption. The directed tree graphs for the two sets of entry rules were tested for their accuracy to assign correct main entries, and their ability to accomplish this assignment automatically. Both tests showed the graphs for the two sets of rules to be highly and equally, or almost equally, accurate and automatic. Findings of the study apply to human application of the graphs. The economic or technical feasibility of the graphs is not considered. (Author)

PS

ED 076 226

PS 006 372

Ogle, Earl

Understanding Readiness: A Rationale (A Rejoinder to Jensen).

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—31p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-44, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Cognitive Development, *Growth Patterns, *Learning Theories, Maturation, *Physical Development, Preschool Education, Preschool Learning, *Readiness, Technical Reports

It is only out of a sound theoretical rationale of readiness that practical educational application can derive. The child gradually gains voluntary control of movement throughout the states of locomotive, speech and cognitive development. Thinking is a more subtle form of movement. Voluntary control of movement is an integral part

of learning. An orderly sequence of motor and developmental maturation is such that the capabilities for certain kinds of learning and performance fall along an age-readiness scale, such as language development. It is from this orderly sequence that neural development and the capacity for certain kinds of learning and performance unfold. Organismic growth patterns can be slowed down or supported by the quality of the environment, but they can neither be forced or coerced. Recent research and ancient Asian theory point to the existence of invisible bioplasmic energy forces that sustain the development and replacement of cells. At the transition between preoperational and concrete operational levels, the energy forces have completed to a certain degree their task in physical development of the head and are then released for the forces of thinking. Premature intellectual learning or the attempt to speed up the stages of cognitive development interferes with physical development, causing possibly a reduction in full development of the brain. Environmental deprivation interferes similarly with the work of the bioplasmic forces. (KM)

ED 076 227

PS 006 403

Allen, Sally V.

Early Childhood Planning in the States: A Handbook for Gathering Data and Assessing Needs. Education Commission of the States, Denver, Colo.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—OCD-CB-167

Pub Date Jan 73

Note—51p.; The fourth report of the Education Commission of the States Early Childhood Task Force

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln St., Denver, Colorado 80203 (\$1.00, Report No. 32)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Data Collection, Early Childhood, Guides, *Information Processing, *Preschool Programs, *Program Planning, Public Relations, *State Programs

Basic information that should be considered by a state when gathering data necessary to planning for child development programs, with emphasis on the five-year-old and under group, is provided. State assessment efforts are assumed to be comprised of at least four steps: (1) gathering the data, (2) assessing the data to determine needs, (3) utilizing the data and assessment for the development of a comprehensive state early childhood plan, and (4) informing the public about activities for broad interpretation and for support. The Planning Structure, Chapter II of this handbook, discusses why a needs assessment should be conducted, the planning responsibility, and steps that should be taken by the governor or legislature. Chapter III, The Data-Gathering Model, discusses basic needs that should be considered in order to increase the effectiveness of the data-gathering activities, basic information that is available through the 1970 census tapes, other data required (current child care and related services, manpower resources, administrative mechanisms, legal constraints, financial provisions, and other resources), local attitudes and demands, use of the computer, head count vs. sampling techniques, costs. The final chapter, IV, The Public Relations Effort, discusses the purpose of a state public information program in the early childhood field, the responsibility for development and implementation of the program, and information activities. An appendix provides the results of a Survey of State Needs Assessment Activities conducted in Fall 1972. A list of ECS Early Childhood Project publications is provided. (DB)

ED 076 228

PS 006 424

Prescott, Elizabeth And Others

The Day Care Environmental Inventory. Assessment of Child-Rearing Environments: An Ecological Approach. Part 1 of Final Report. Pacific Oaks Coll., Pasadena, Calif.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-R-219-C6

Pub Date Nov 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Day Care Services, Family Environment, *Observation, *Physical Environment, *Preschool Children, Preschool Education, *Rating Scales, Social Behavior, Test Reliability

Identifiers—Day Care Environmental Inventory, Observation Schedule for Physical Space

An observational schedule to assess child behavior in natural settings was devised, using a system of precoding of types of behavior. The schedule was designed to discover the opportunities the adult has provided for the child and the personal setting the child has selected from those available. Two types of codes are used. The first-level coding records three aspects of the child's behavior every 15 seconds: the mode, direction of attention and continuity, as well as adult input, if occurring. In the second-level coding, these 15-second codings are grouped into larger units called activity segments to describe the larger activity system which provides an organizing framework for the child's behavior. A schedule also was developed for describing the characteristics of the physical space in day care centers and in homes. Reliability for each segment of both schedules is discussed. The form used for coding observations is provided. (For related document, see PS006 425.) (KM)

ED 076 229

PS 006 425

Prescott, Elizabeth. And Others

Who Thrives in Group Day Care? Assessment of Child-Rearing Environments: An Ecological Approach. Part 2 of Final Report.

Pacific Oaks Coll., Pasadena, Calif.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-R-219-C6

Pub Date Mar 73

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Patterns, Behavior Rating Scales, *Day Care Services, *Observation, *Preschool Children, Preschool Education, Social Behavior, *Success Factors, Technical Reports

Identifiers—Day Care Environmental Inventory

A study was conducted to observe the behavior of preschool children (1) varying in age, sex and identified by teachers as thriving or not thriving; (2) in day care programs differing in mode of choice-making, i.e., teacher initiates or child initiates; (3) in the context of an analysis of physical setting and program structure; and (4) in terms of a logical categorization of possible modes of response, i.e., rejection, thrusting, responding, integrating. The Day Care Environmental Inventory was used to record observations. Ss consisted of equal numbers of thriving, average, and non-thriving children at seven open and seven closed structure day care centers. Analyses of observations are grouped as follows: characteristics of children—age differences, sex differences, differences by thrive rating, and teacher card sort; program structure; and patterns of children's behavior. A non-thriving, an average child, and a thriver at each of four centers are described, and the effect of each center on children is discussed. The three most closed centers, a moderately closed center, the borderline centers, and the two most open centers are examined. The characteristics of the children and the characteristics of the centers are also considered in their relation to the question of who thrives in day care. (For related document, see PS 006 424.) (KM)

ED 076 230

PS 006 435

Shure, Myrna B. Spivack, George

A Preventive Mental Health Program for Four-Year-Old Head Start Children.

Hahnemann Medical Coll. and Hospital, Philadelphia, Pa.

Pub Date Mar 73

Note—10p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, March 29-April, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Concept Formation, *Concept Teaching, *Individual Development, Interpersonal Problems, *Preschool Children, Preschool Education, Problem Solving, Program Descriptions, *Social Adjustment, Technical Reports

Identifiers—*Project Head Start

Based on background research showing that both impulsive and inhibited children are deficient to better-adjusted classmates in ability to conceptualize alternative solutions to real-life problems and potential consequences to a given act, a study was conducted to aid the child in thinking for himself of ways to solve his own interpersonal problems and in implementing his decisions in behavior. Teaching focused on certain specific elements of language and cognition needed to solve problems and on ways to use these skills in solving real interpersonal problems. Ss were 113 black children, equally balanced for sex and IQ. Sequenced games and dialogues were used to teach three levels of language and thinking related to behavioral adjustment. Findings suggest that: (1) while all training youngsters gained in their ability to conceptualize both solutions and consequences, aberrant children who needed the program the most benefitted the most; and (2) training was equally beneficial to children initially displaying either impulsive or overly inhibited behaviors. The finding considered most important is the direct link established between change in the trained problem-solving thinking skills and improvements in behavioral adjustment. (KM)

ED 076 231

PS 006 436

Shultz, Thomas R.

Development of Resolution in Children's Appreciation of Humor.

McGill Univ., Montreal (Quebec). Dept. of Psychology.

Pub Date Mar 73

Note—17p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Children, *Cognitive Development, Cognitive Processes, Developmental Psychology, *Humor, Literature Reviews, Mental Development

Identifiers—*Freud (Sigmund), Piaget (Jean)

The theory of a number of philosophers and psychologists, including Freud, is that humor is a biphasic sequence involving first the discovery of incongruity and then the resolution of the incongruity. Without the mechanism of resolution, we cannot distinguish humor from nonsense. The punch line of a joke is seemingly incongruous with the preceding part, but the resolution, usually based on some type of linguistic ambiguity, makes the incongruity seem appropriate. Freud proposed that processes similar to incongruity and resolution appear in a certain developmental sequence. Following an early stage during which pure incongruity or nonsense is enjoyed, the child gradually comes to prefer resolvable or meaningful incongruity. Studies have shown this to be true. Research using incongruity-removed and resolution-removed versions of jokes has shown that third, fifth, and seventh graders find the original jokes funnier than the resolution-removed versions and the resolution-removed forms funnier than the incongruity-removed forms. First graders showed no difference between the original and resolution-removed versions but found both funnier than the incongruity-removed forms. These and other experiments strongly suggest that the transition from appreciation of nonsensical incongruity to preference for resolvable incongruity occurs between the ages of 6 and 8 years. This raises the possibility that the transition may be related to the onset of concrete operational thought. (KM)

ED 076 232

PS 006 437

Gray, Burl B. Ryan, Bruce P.

A Language Program for the Nonlanguage Child.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-9-142144-3554(032)

Note—240p.

Available from—Research Press, 2613 North Mattis, Champaign, Illinois 61820 (\$5.95, paper)

Document Not Available from EDRS.

Descriptors—Behavior Change, Books, *Children, *Conditioning, *Educational Strategies, Language Development, *Language Instruction, Learning Theories, Linguistic Theory, *Patterned Responses, Speech Instruction, Teaching Methods

This book, written for students, teachers (clinicians), and researchers, presents a behavioral interpretation of language, a resultant teaching strategy, and data from eight years of experience with the method. The first chapter of the book presents a behavioral description of the critical concepts involved in language training and puts forth a basic teaching strategy called programmed conditioning. Chapters Two and Three elaborate upon the basic structure of programmed conditioning and develop a total language training strategy. This includes a detailed description of the entire teaching protocol. Chapter Four presents the data and findings of eight years of work on programmed conditioning for language. In this chapter the authors present results of their work with a cross section of language disorders. In Chapter Five some philosophical and speculative discussions about the nature and the development of language are presented. A basic behavioral model to explain the acquisition of language in an effort to promote critical research in this vital area is offered, and some directions for the future study of language acquisition and training are suggested. (Author/KM)

ED 076 233

PS 006 438

King, Edith W.

Educating Young Children: Sociological Interpretations.

Pub Date 73

Note—174p.

Available from—William C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001 (\$3.50, paper)

Document Not Available from EDRS.

Descriptors—Books, *Classroom Environment, *Early Childhood Education, Educational Practice, Preschool Education, Primary Grades, Resource Materials, Social Adjustment, Social Experience, *Socialization, *Sociology, *Teacher Influence

This book, written for students preparing to teach young children and for teachers of young children, deals with the application of new directions in sociology—dramaturgic sociology, symbolic interactionism, the inspection of everyday life, and the taken-for-granted daily activities—to the educative process. The young child's classroom is viewed as a social arena. The socialization process in early childhood is examined, and the way children are stigmatized and discredited even early in life is considered. The implications for educating the child to function in global society as well as considerations of face-to-face interactions are drawn from classical sociological theory. Resources and materials are presented in appendices. (Author/KM)

ED 076 234

PS 006 439

Cazden, Courtney B., Ed.

Language in Early Childhood Education.

National Association for the Education of Young Children, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 72

Note—135p.

Available from—Publications Department, National Association for the Education of Young Children, 1834 Connecticut Avenue, N. W., Washington, D. C. 20009 (\$3.00, paper)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Books, *Child Language, *Language Development, *Language Instruction, Language Programs, *Oral Communication, Oral Expression, Preschool Education, *Verbal Development

Eight articles about oral language education for preschool children are presented. They are: (1) a point of view on oral language education—"Suggestions from Studies of Early Language Acquisition," "Language Programs for Young Children: Notes from England and Wales," and "The Issue of Structure," by Courtney Cazden; (2) suggestions for curriculum and teaching—"Selecting Preschool Language Programs" by Elsa J. Bartlett, "Making It and Going Home": The Attitudes of Black People Toward Language Acquisition" by Courtney B. Cazden, Betty H. Bryant and Melissa A. Tillman, "Language Development in Day Care Programs" by Courtney B. Cazden, Joan C. Baratz, William Labov and Francis H. Palmer, "An Experimental Approach to Improving Children's Communicative Ability" by Jean B. Gleason, and "The Teacher's Role in Helping Young Children Develop Language Competence"

by Ilse Mattick; (3) language and learning to read—"Write Now, Read Later" by Carol Chomsky; and (4) on evaluation. A list of contributors and an annotated reference list are provided in appendices to supplement the references given for each article. (KM)

ED 076 235

PS 006 440

Moerk, Ernst L.

Cognitive Development as Explored by Piaget and Its Impact on Language Development.

California State Univ., Fresno. Dept. of Psychology.

Pub Date 16 Feb 73

Note—6p.; Paper presented at the Annual UAP-USC Conference on Piagetian Theory and the Helping Professions (3rd, University of Southern California, Los Angeles, February 16, 1973)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Development, Cognitive Processes, *Infant Behavior, Infants, *Language Development, Preschool Learning, Speeches, *Verbal Development

Identifiers—*Piaget (Jean)

The following are sketched in outline form: (1) functional antecedents and their implications for language—assimilation, accommodation, circular reactions/ feedback processes, classification, discrimination, functional equivalence, representation, transformation, communications; (2) semantic antecedents and their implications for language—human beings, objects, qualifiers, causality, space and time, expressive, directive and referential categories; and (3) structural antecedents and their implications for language—elementary and complex schemas. Nonverbal and vocal/verbal evidence is given for each principle listed under the three topics. [Not available in hard copy due to marginal legibility of original document.] (KM)

ED 076 236

PS 006 441

Smart, Margaret

Piagetian Theory and the Development of a Model Curriculum for Young Children.

Pub Date 73

Note—3p.; Paper presented at the Annual UAP-USC Conference on Piagetian Theory and the Helping Professions (3rd, University of Southern California, Los Angeles, February 16, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Development, *Classroom Environment, *Classroom Materials, *Cognitive Development, Curriculum Development, Learning Theories, Manipulative Materials, Preschool Children, Preschool Education, *Preschool Programs, *Program Development, Speeches

Identifiers—*Piaget (Jean)

Piaget's concepts of knowledge seen as a result of active interaction between the child and his environment, and motivation, seen as intrinsic to intellectual functioning, have implications for the development of preschool programs. A preschool program must be action-oriented if the child is to learn to "know" and must offer an environmental setting that facilitates the modification of intelligence. The particular characteristics of preoperational children make them especially attuned to the use of the following conditions and materials in preschool programs: (1) the use of materials that help the child build feelings of competency and that center on him; (2) opportunities and time for the child to repeat actions meaningful to him and to order his actions within an environment complex enough to make intellectual demands upon him; (3) provision for play wherein he may adapt his play to satisfy his purposes; (4) materials used to represent the child's concrete experiences—wood, clay, music, reading aloud; and (5) provision for functional situations wherein he can engage in a range of mental actions. (KM)

ED 076 237

PS 006 443

Zeligs, Rose

Children's Experience with Death.

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment Problems, *Childhood Attitudes, Concept Formation, *Death, *Emotional Adjustment, Literature Reviews, *Parent Attitudes, Parent Child Relationship, *Parent Influence, Psychological Needs

Children's concepts of death grow with their age and development. The three-year-old begins to notice that living things move and make sounds. The five-year-old thinks that life and death are reversible, but the six-year-old knows that death is final and brings sorrow. Children from eight through ten are interested in the causes of death and what happens after death. Adolescents think of death and what happens after death is fearsome yet fascinating, since they are very much aware of the life producing potentialities in their own bodies. Children's reactions to an experience with death are greatly influenced by parental attitudes. Parents can best help children deal with death by not making it a taboo subject; by explaining to the child that death is final, by not sending him away during the mourning periods, by encouraging him to participate in the funeral rites of parents, siblings, and other relatives, and by talking freely about the dead person. Children should absorb from their parents the basic truth that death is part of life and must be accepted as a reality. (Author/KM)

ED 076 238

PS 006 444

Klein, Robert A.

Cognitive Growth in Young Children: Some Theoretical Implications Pertaining to Identity, Language and Memory.

New Mexico Univ., Albuquerque. School of Medicine.

Pub Date 16 Feb 73

Note—14p.; Paper presented at the Annual UAP-USC Conference on Piagetian Theory and the Helping Professions (3rd, University of Southern California, Los Angeles, February 16, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstraction Levels, *Child Development, *Cognitive Development, *Language Development, Language Learning Levels, Learning Theories, Literature Reviews, *Memory, Preschool Learning, Serial Ordering

Identifiers—*Piaget (Jean)

Language as an identifiable cognitive behavior must be studied in relation to identity and memory, all of whose structures undergo progressive changes as the child develops. The organization of the development of the organism depends upon relatively ordered structures of growth, following foreseeable pathways or creodes. The processes occurring within each creode, however, are susceptible to certain environmental modifications. Current research indicates that the acquisition of language parallels the development of identity and renders it meaningful. Research has shown that the style of reasoning used by a child is very much related to the language used and that a close relationship exists between the structure of a term and the developmental stages of seriation. Cognitive operations never exist in isolation; the acquisition of one enhances or potentiates the acquisition of another. Research has shown that the development of the memory schema lies within the developmental confines of identity and language. It is only under the circumstances of the changed and changing schema that memory becomes not more accurate but more in concert with the other same-level cognitions and modalities of thinking. The observation of qualitative differences of behavior at different chronological levels establishes memory as possessing the structure(s) through which identity is assimilated and language accommodated. Memory, and its manifestation via increasingly accurate reproduction of the original stimulus, is an integrative and integrated factor in cognitive growth. (KM)

ED 076 239

PS 006 447

Civretta, Adeline E.

A Study of the Relationship Between Gesell's Developmental Age and Piaget's Concept of Conservation.

Pub Date 71

Note—12p.; Master's Thesis, California State University at Fullerton

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Grade Placement, *Cognitive Tests, *Conservation (Concept), *Developmental Tasks, Growth Patterns, Kindergarten, *Maturation, Maturity Tests, Primary Grades, Readiness, Tables (Data), Technical Reports

Identifiers—Gesell Developmental Examination, Piaget (Jean)

A study was conducted to determine whether a significant correlation exists between developmental age and the concept of conservation. The hypothesis was that if developmental age and the concept of conservation are related, then stages of understanding conservation will increase as developmental age increases. Ss consisted of 30 primary children from a school using placement based on Gesell developmental levels. Ss were tested on a one-to-one interview basis with six Piagetian tasks concerning conservation of quantity and the Gesell Developmental Examination, which consisted of an initial interview, paper and pencil tests, right and left tests, form tests, naming of animals, concluding interview, and examination of teething progression. A relatively high relationship was found to exist between the two variables, but not high enough to use for predictive purposes between the two instruments. Uses of the instruments are discussed, and it is recommended that the curriculum for primary children even in a developmental-placement school be highly individualized. (KM)

ED 076 240

PS 006 448

Rudeen, Scott And Others

The Prenatal, Perinatal, and Postnatal Status of Children in Idaho. Volume 1.

Idaho State Office of Child Development, Boise; Western Interstate Commission for Higher Education, Boise, Idaho.

Pub Date 73

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Abuse, Child Care, *Child Development, Emotional Development, *Environmental Influences, Infant Behavior, *Infants, Mental Retardation, Motor Development, Nutrition, Population Growth, *Pregnancy, *Prenatal Influences, Social Factors, Technical Reports

Identifiers—*Idaho

This report attempts to identify the relevant environmental factors which have an impact upon the quality of life of the child. The following are discussed: (1) introduction—population growth, population growth and natural resource reserves, GNP and the quality of life, regulation of population size, population quality; (2) prenatal consideration—prenatal supervision and care, nutrition, placental abnormalities, intrauterine infections, drugs, maternal disease, environmental stress, subpopulations, physicians suggest improvements for consumers and systems, public service vendors; (3) perinatal and postnatal considerations—labor and delivery, neonatal period (risk factors, prediction impairment), social considerations during infancy (illegitimacy and its consequences, parental deprivation, abuse and neglect, other influences upon emotional and social development), prelinguistic development and influencing factors, motor development and related factors, nutrition, the service pattern and physicians' comments, and public vendors. (KM)

ED 076 241

PS 006 449

Phinney, Jean

The Influence of Ability Level and Materials on Classificatory and Imaginative Behavior in Free Play.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-CG-9938

Pub Date 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Classification, *Cognitive Ability, Cognitive Development, Creativity, Imagination, Manipulative Materials, *Object Manipulation, *Observation, *Play, Preschool Children, Preschool Education, Technical Reports

A dissertation proposal involved a study to observe spontaneous behavior of children in interaction with materials in order to gain understanding of the factors that influence classificatory and imaginative behavior in free play. Children at two levels of ability in terms of classification skills were observed in interaction with materials at two levels of complexity during four play sessions. Materials were two related sets of specially designed blocks defined as simple or complex on the basis of the variations and the possible combinations among individual members of the set. The 3- to 6-year-olds were to play in pairs to

simulate the social play typical of children in natural situations. Observation focused on free classification, creative or design behavior, imaginative behavior or variety of themes. A final measure was used to determine the effect of interaction with the materials on classification ability. Results consisted of observational data from the experimental sessions and posttest scores. Non-definitive results indicated replicating the experiment with modifications. It was not feasible to use pairs as the experimental unit, so one child at a time was observed. Interaction between ability and complexity of blocks was found in testing, but not in observed behavior. No interaction effects with age or ability were observed. A revised study is proposed involving age as the independent variable and redesigned materials. (KM)

ED 076 242 PS 006 450
Pick, Herbert L., Jr.
Mapping Children-Mapping Space.
Pub Date Sep 72

Note—35p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Cognitive Processes, *Concept Formation, Infant Behavior, *Kinesthetic Perception, Literature Reviews, *Map Skills, Preschool Learning, *Space Orientation, Speeches

Research is underway concerning the way the perception, conception, and representation of spatial layout develops. Three concepts are important here—space itself, frame of reference, and cognitive map. Cognitive map refers to a form of representation of the behavioral space, not paired associate or serial response learning. Other criteria distinguish cognitive maps from models. The beginning of cognitive maps or structured space can be seen in the organization of tactual kinesthetic space in the young infant, as a study of the development of thumb-sucking has shown. Data on children's cognition of spatial layout has been obtained from studies concerning how children orient themselves in familiar space. An observed inability of preschoolers to describe what is above and below a given room may suggest an inadequate cognitive map or a problem in manipulating spatial representations. To measure the precision of cognitive maps, a triangulation technique was developed in which a child had to point in the direction of an object with an unobstructed view of it, with view obstructed but with station points inside the room, and with view obstructed by walls but with station points outside the room. Other studies were conducted with spatial orientation in a new environment and with map reading. Many studies have been done on frame of reference, but little has been done in describing the frame of reference used in orienting objects relative to spatial layout. Techniques are being sought to more directly investigate frames of reference in use at a given moment. (KM)

ED 076 243 PS 006 451
Ruble, Diane N. Nakamura, Charles Y.
Outerdirectedness as a Problem-Solving Approach
in Relation to Developmental Level and Social
Task Variables.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.—OEO-CG-9938
Pub Date Oct 72

Note—30p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Behavioral Science Research, Child Development, *Cognitive Development, *Developmental Tasks, *Discrimination Learning, Early Childhood, Kindergarten, Motivation Techniques, Primary Grades, *Problem Solving, *Reinforcement, Technical Reports

Identifiers—*Outerdirectedness

This study examined variables related to problem-solving approaches of young children, using the theoretical framework provided by Zigler and his collaborators in their work on outerdirectedness. Four aspects of outerdirectedness were examined: developmental trends, effects of different types of reinforcement, effects of task difficulty, and pride in accomplishment. It was

found that outerdirectedness: (1) decreased with age; (2) increased when the task was described as difficult; and (3) was associated with pride ratings of children. In regard to types of reinforcement, it was found that effectiveness of intrinsic reinforcement increased with age. (Author)

ED 076 244 PS 006 452
Kirchner, Elizabeth P. Vondracek, Sarah I.

What Do You Want to Be When You Grow Up?
Vocational Choice in Children Aged Three to Six.

Pennsylvania State Univ., University Park.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg.

Pub Date Mar 73

Note—14p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Occupational Aspiration, Occupational Choice, Preschool Children, *Racial Differences, *Role Perception, Self Concept, *Sex Differences, Technical Reports, Vocational Interests

A study was conducted to determine the development of vocational aspirations in the years three to six. Six totaled 282 black and white three- four-, and five-year-olds, 143 males and 139 females. Vocational aspirations questions were individually administered as part of an assessment inventory. Responses were arranged into six categories—all adult (specific occupation, adult, parent), older child, same child, fantasy, nonhuman, and other. Age-related findings show that the all adult category increases significantly with age and that, within the all adult category, specific occupational aspirations increase markedly. During the preschool years, the child comes to project himself into his adult future. Sex-related findings show that, although boys and girls equally frequently give responses classified as all adult, the pattern of their vocational projection is different: (1) boys are more likely to project in terms of an adult role in general, while girls are more likely to project in terms of the specific role of parent; (2) although boys and girls mentioned specific occupations with equal frequency, boys perceived the range of occupations open to them to be wider than did girls; girls' choices clustered around the occupations of nurse and teacher; and (3) girls appeared to be more reality-bound than boys. Race-related findings suggest that black children are less likely to project themselves into adult statuses and their conceptualization of adult role less frequently involves occupational specificity. (KM)

ED 076 245 PS 006 453
Rodman, Joan I.

To Evaluate Children's Intellectual Growth and Development in the Southeast Kansas Demonstration Child Development Center. Final Report.

Southeast Kansas Demonstration Child Development Center, Fort Scott.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-G-046

Pub Date 27 Feb 73

Contract—OEC-7-72-0014(509)

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Centers, *Child Development, *Cognitive Development, Control Groups, Curriculum Design, Experimental Groups, *Preschool Education, *Reading Readiness Tests, Research Methodology, Technical Reports, Test Results

Identifiers—Denver Developmental Screening Test, Walker Readiness Test Forms A and B

The Southeast Kansas Demonstration Child Development Center was opened March 27, 1972 to provide day care services for working mothers. A research project in this Child Development Center was carried out to evaluate the children's intellectual growth and development in a planned educational pre-school curriculum. Ten children from the Child Development Center were used as the experimental group. The researcher decided that the experimental group of children had to be enrolled in the Center for at least ten months before the child could be included as part of the sample. Ten preschool children not attending this Child Development Center or any type of child

care centers were selected for the control group. Both groups were tested by using the Denver Developmental Screening Test and the Walker Readiness Test, Forms A and B. The children in the experimental group showed a higher, but not significant, average in their reading readiness scores and showed a greater, but not significant, increase in their overall growth and development. The conclusions made from this study is that although there were no significant differences on the tests used, on the basis of other information such as anecdotal reports and observations, it seems as though a curriculum oriented Child Development Center which encourages growth and development helps a child to grow and develop in reading readiness skills, physical coordination, and socialization skills with other children his age. (Author)

ED 076 246 PS 006 454
Keogh, Barbara

[Field Independence-Dependence, Reflection-Impulsivity, and Problem-Solving Styles of Preschool Children.] Interim Report.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-CG-9938

Pub Date 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Conceptual Tempo, Overt Response, Perceptual Development, Preschool Children, Preschool Education, *Problem Solving, *Sex Differences, Technical Reports, *Verbal Communication
Identifiers—Draw A Person Test, Embedded Figures Test, Field Independence Dependence, Matching Familiar Figures Test, Rod and Frame

Two Masters' theses, by Andrea Weiss and Melinda Welles, pursuing related questions were synthesized into a final report, "Field Independence-Dependence, Reflection-Impulsivity, and Problem-Solving Styles of Preschool Children," of which this interim report is a summary. The major purposes of both investigations were to determine: (1) whether individual differences in mode of perceptual organization and conceptual tempo are identifiable in preschool children using the instruments employed; and (2) if individual differences on these dimensions relate to problem-solving styles. Consistency of the field independence dependence continuum across the Rod and Frame, Embedded Figures Test, and Draw-A Person body articulation was discouraging, as few children met field independence dependence criteria for all three measures. Girls and field dependent subjects tended to be more "outerdirected" than did boys and field independent subjects in their approach to the task. Girls were consistently more verbal than were boys on problem-solving tasks, sex differences reaching statistical significance for the WISC Puzzle Game. These verbal patterns can be interpreted as problem-solving strategies or as a function of the task itself. Findings may provide insights to assessment and evaluation of individual children in school. A recommendation is reiterated that instructional systems and curriculum planning be designed to accommodate varying problem-solving styles. (KM)

ED 076 247 PS 006 455

Stern, Carolyn Luckenbill, Maryann

The Study of Self Concept in Young Children: An Annotated Bibliography.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-CG-9938

Pub Date 72

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Literature Reviews, *Preschool Children, *Primary Grades, Research Reviews (Publications), *Self Concept

A bibliography of research concerning self-concept in young children is provided. All but a few entries are annotated. Annotations vary from a few lines to a page in length. The bibliography contains over 100 entries. (KM)

ED 076 248

PS 006 456

Kagan, Spencer

Adaptation Mode and Behavior of Urban Anglo American and Rural Mexican Children.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEG-CG-9938

Pub Date 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, *Behavior Theories, Bibliographies, *Child Development, Childhood Attitudes, Comparative Analysis, *Cross Cultural Studies, Early Childhood, *Locus of Control, Mexicans, *Psychological Studies, Research Methodology, Research Reviews (Publications), Technical Reports

Identifiers—Alloplastic Orientation, Autoplastic Orientation

Results are given of six experiments made to test the hypothesis that urban Anglo-Americans are alloplastic, i.e., try to adjust the environment to fit their own needs, and rural Mexicans are autoplastic, i.e., adjust themselves to meet the pressures of the environment. A seventh experiment is proposed. It was predicted that urban Anglo-American children would be more field independent and non-conformist than rural Mexican children in situations traditionally used to measure those variables, and that at novel behavioral choice points, Anglo-Americans would be higher in behaviors indicating preference for internal control, high aspirations and achievement, expression of desires, and risk taking. The proposed experiment will be based on the prediction that when urban Anglo-American and rural Mexican children are placed in a situation in which either too little or too much alloplastic behavior is nonadaptive, the Anglo-American will be overly alloplastic in contrast to the rural Mexican who will be insufficiently alloplastic. A review is made of literature used as bases for the alloplastic-autoplastic hypothesis. The experiments are grouped as follows: A. Cultural Mode and Traditional Choice Points—Exp. 1, Field Dependence, Exp. 2, Conformity; B. Cultural Mode and Novel Choice Points—Exp. 3, Preference for Control, Exp. 4, Preference for Achievement and Aspiration, Exp. 5, Preference for Risk Taking; and C. Cultural Mode and Adaptivity—Exp. 7, Alloplastic Behavior and Adaptivity. A lengthy bibliography is provided. (DB)

ED 076 249

PS 006 457

Ruble, Diane N.

Children's Approaches to Tasks, Self-Perceptions, and Use of Relevant External Cues.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEG-CG-9938

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Age Differences, *Child Development, Cognitive Development, Developmental Psychology, *Developmental Tasks, *Problem Solving, *Self Concept

A proposed study of the differences in the way children perceive, approach, and behave in problem-solving situations is described. The behavioral measure to be used is "glancing," which has been related to outdirectedness. Children will be given two sets of two puzzles to put together. On the basis of the number of glances and the situation in which glancing occurs, the subjects will be assigned to three categories: (A) innerdirected—task oriented and nonattentive to external stimuli; (B) outdirected for information seeking purposes; and (C) outdirected for non-information seeking purposes. The effectiveness of the children's performance on a concept-identification task under cue relevant and cue irrelevant conditions will be assessed, and differences in certain self-perceptions of the children in the three categories will be examined. The study will examine differences in the ways the three categories of children react to an outcome in terms of pride and shame. In addition, two self-perception variables hypothesized to mediate the outcome/affect relationship will be observed. Children will be given tasks to

perform in which the outcome is ambiguous and success/failure can be manipulated. Three developmental levels will be represented in the sample of children: children just below (ages 5 and 6) and just above (ages 7 and 8) the shift from intuitive to concrete operational stages will comprise the youngest two development levels, and children age 10 will represent the third developmental level. (For related document, see PS 006 451.) (DB)

ED 076 250

PS 006 463

Bernard, Jacqueline

The Children You Gave Us: A History of 150 Years of Service to Children.

Jewish Child Care Association of New York, N.Y.

Pub Date 72

Note—186p.

Available from—Bloch Publishing Co., Inc., 31 W. 31 St., New York, N.Y. 10001 (\$6.95)

Document Not Available from EDRS.

Descriptors—Books, *Child Care Centers, *Child Development Centers, Child Rearing, *Child Welfare, Foster Homes, Institutional Facilities, *Social Services, *Voluntary Agencies

Identifiers—*Jewish Child Care Association of New York

This book is a full-scale historical portrait of the Jewish Child Care Association of New York, a voluntary agency begun in 1822 as the Hebrew Benevolent Society. The Association's history reveals patterns of development which are almost identical with the history of child welfare services in the United States; it is, today, one of the largest and most diversified voluntary child welfare agencies in the country. The 11 chapters of the book are as follows: I. "By Their Own Nation"—the history of the founding of the Hebrew Benevolent Society in New York City; II. The Great Orphanages; III. The Changing of the Guard—in 1899 when new administration entered the Jewish orphanages; IV. Exploring New Territory—the Pleasantville institution and its cottage program and academic curriculum; V. Institution or Foster Home?—the Home Bureau program; VI. What Kind of Institution? VII. The Battling Thirties—problems during the depression, which spurred the development of the social work profession and led toward a merger of the New York Jewish community's services to its dependent children; VIII. The Rights of Infants; IX. One from Many—the forming of a single child care agency from five; X. Opening Doors—changes in types of facilities and services available to children; and XI. Where Have All the Orphans Gone?—Jewish orphanages have vanished to be replaced by family-like settings. An outline of Child Care Services Merged into the Jewish Child Care Association of New York, 1822-1970, is provided, as is a bibliography and a subject index. (DB)

ED 076 251

PS 006 464

Stone, L. Joseph Church, Joseph

Childhood & Adolescence: A Psychology of the Growing Person.

Pub Date 73

Note—577p.; Third Edition

Available from—Random House, Inc., 457 Madison Avenue, New York, New York 10022 (\$10.95)

Document Not Available from EDRS.

Descriptors—*Adolescence, Child Development, *Childhood, Cultural Context, *Developmental Psychology, Emotional Development, Environmental Influences, Genetics, *Infancy, Intellectual Development, Maturation, Physical Development, Pregnancy, Psychological Needs, Social Influences, *Textbooks

This textbook on the physical and psychological development of children and adolescents is organized as follows: (1) the birth of the baby—physical appearance, basic life processes, behavioral capacities, prenatal development, prenatal environmental influences, biological inheritance, the birth process; (2) the infant—landmarks in the infant's behavioral development, perception in infancy and beyond, the foundations of basic trust, changing trends in child care, issues in infant care, the baby's cultural heritage; (3) developmental principles and approaches—principles of development, the scientific method, some representative theoretical orientations, underlying theoretical issues; (4) the toddler—behavioral development, the beginnings of language, play and activities, autonomy and self

awareness, the regulation of behavior; (5) the preschool child—an overview of the preschool years, meeting people, play, reality and fantasy, other activities, awareness of self, thinking and perceiving, school, intelligence, tests, differences, and intellectual development; (6) the middle years of childhood—an overview, the society of children, home and family, sexual latency and growth latency, cognitive functioning, school; (7) adolescence—periods of adolescence, biological maturing, adolescence as a cultural phenomenon, the adolescent and his parents, activities and associates, social class differences, a taxonomy of adolescence, self, sexuality, idealism; (8) becoming mature; and (9) disturbances in development—abnormality, the neonatal period and infancy, toddler and preschool years, middle years, adolescence, help for exceptional children, pathology of the environment. (KM)

ED 076 252

PS 006 467

Taylor, Theodore

The Next Step in the Struggle for Comprehensive Child Care.

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date 73

Note—10p.; A position paper of the Day Care and Child Development Council of America
Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (\$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, *Child Development, *Community Responsibility, *Day Care Services, Early Childhood, Government Role, Guides, *Social Problems

The situation today in the area of comprehensive child care is discussed from the viewpoint of the Day Care and Child Development Council of America. A new strategy and new tactics for the accomplishment of a comprehensive child care system in the next four years is outlined. The role of the council is seen to be that of awakening, uniting, and mobilizing the American people to have a direct interest in a system of comprehensive child development. (DB)

ED 076 253

PS 006 468

Desegregation - September 1972.

Dade County Public Schools, Miami, Fla.

Pub Date Dec 72

Note—100p.; Dade County Public Schools Research Report, Volume XX, Number 2, 1972-73

Available from—Dade County Public Schools, Department of Administrative Research, Room 201, Lindsey Hopkins Building, 1410 Northeast Second Avenue, Miami, Florida 33132 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*County School Systems, *Racial Integration, *School Integration, School Surveys, *Statistical Data, Teacher Integration

Identifiers—*Dade County, Florida

Desegregation statistics for Dade County, Florida, are provided in tabular form. A brief history of desegregation in Dade County precedes the data. Tables 1-7 contain the basic data obtained in a survey of the entire school system and include data for both pupils and employees. Table 8 reveals the exact extent of desegregation in each school. In Table 9, the percent and number of black pupils in each school are shown with schools listed in rank order from 100% to 0% within each grade group. The racial and ethnic composition of the pupil population by areas for the eight years of desegregation reports is shown in Table 10, while Table 11 shows the countywide increase or decrease in each group from year to year. (Author/KM)

ED 076 254

PS 006 469

Ratliff, Patricia Berryman, Pauline

Organizing to Coordinate Child Care Services. (With an Appendix) The Greater Minneapolis Day Care Association: Early History.

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date 73

Note—128p.

Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (\$1.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Child Care Centers, Community Involvement, *Guides, Management, *Or-

ganization, Parent Participation, Preschool Programs, *Program Coordination, Program Planning, Public Relations

Systems of coordinating child care services are analyzed as a guide to organizing. Federal Community Child Care (4-C) are the focus of the analysis. In Part I, evolution of coordination, an initial steering committee is followed through its various phases of expansion—initial impetus, visibility, staffing patterns, parent involvement, community involvement. In Part II, coordination accomplishments, what coordination groups can actually accomplish, what some already have accomplished, is discussed in terms of staff training, family day care, parent education, information, expansions, supportive services. In Part III, the problems of establishing visibility, credibility and workability are examined. Part IV focuses on two pervasive problems in all coordination programs at all levels—communication and consumer input. Appended are a list of groups contacted in the course of this research, a resource bibliography, and a history of the Greater Minneapolis Day Care Association. (Author/KM)

ED 076 255 PS 006 470
Implementation of the Toy Lending Library in the State of Utah. Summary Report, 1971-72.

Utah State Board of Education, Salt Lake City; Utah State Dept. of Public Instruction, Salt Lake City.

Pub Date Jun 72

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Field Studies, *Libraries, *Parent Education, *Parent Participation, Preschool Education, *Preschool Programs, Program Descriptions, Program Planning, State Programs, *Toys, Workshops

The Toy Library program trains parents to use a limited number of educational toys to teach specific skills, fundamental concepts, and problem solving behaviors to their own three- and four-year-old children. The program is designed to fill the educational needs of the many three- and four-year-old children who are not participants in some other organized educational program. Parents are given an eight-week course, held once a week for about two hours, on how to facilitate the educational development of their children. In addition to the background of the development of the program, the following are discussed; (1) the fall 1971 teacher training workshop; (2) fall 1971 planning activities of each of the participating school districts and three workshops; (3) Utah school districts planning to implement the program; (4) summary of responses to the evaluation questionnaire filled out by teachers; (5) meeting the 1971-72 goals—to implement the program in at least one school in at least ten Utah school districts, to conduct at least three teacher training workshops, to have at least two followup visits to each school conducting the program, and to prepare a comprehensive implementation plan for the program for the State; and (6) recommendations. Letters and other materials used in the program are presented in appendices. (KM)

ED 076 256 PS 006 471

Karmel, Bernard Z.

Brain and Behavior Processing of Contrast Information by Human Infants: Spatial and Temporal Changes.

Connecticut Univ., Storrs. Dept. of Psychology. Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Sep 72

Note—24p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Cognitive Processes, Infant Behavior, *Infants, *Neurological Organization, *Perceptual Development, Space Orientation, Speeches, Stimulus Behavior, Time, *Visual Perception

The purpose of this paper is to demonstrate that specific spatial and possibly temporal rates of change dominate early infants' looking, that these spatial and temporal events have meaningful and specific empirical correlates in neurophysiology as a function of age, and finally that neurophysiologically constrained models provide testable hypotheses for studies involving infant

perceptual development. A model is presented for infant looking duration or pattern preferences depending upon transformation of spatial characteristics of visual stimuli by a developing visual system. It is shown how this model predicts the behavioral data obtained by the author and others and how these behavioral data are reflected in measures of infant brain responses. The inadequacies of a strictly spatial model which force one to incorporate temporal characteristics of stimulation are discussed. (Author/KM)

ED 076 257 PS 006 474

South Umpqua Experimental Schools Project: The Basic Four Year Plan; Person-Centered Educational Processes.

South Umpqua School District, Myrtle Creek, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 15 Feb 73

Contract—OEC-6-0-72-4983

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Basic Skills, *Career Education, Curriculum Development, *Educational Objectives, Elementary Grades, *Experimental Programs, Intermediate Grades, Post Secondary Education, Preschool Education, *Program Descriptions, Secondary Grades

Identifiers—Oregon, *South Umpqua Public Schools

An application for a proposed South Umpqua School District (Oregon) Experimental Schools project is provided. The project will personalize and intensify those instructional processes dealing with basic education and career preparation. The goals of the project are: A. Operational Processes—personalization of instruction, parent/patron involvement, community learning centers, increased emphasis on cultural learning; B. Instructional Goals—increase direct experience of the learner, provide unique learning experiences, provide greater inclusion of the family in planning, increase student involvement in planning, increase community/student/staff sharing of decision making, increase community involvement, provide greater community access to the school, create a supportive educational climate, and provide both direct and indirect learning experiences; C. Student Goals—master the needed competencies in the basic skills (cognitive, affective, and psychomotor), form positive self-concept, acquire knowledge and skill to perform in complex social interactions, tolerance of others and their ideas, make informed choices about life styles and careers, build confidence in ability to make changes, have a rational and inquiring approach to problems and their solutions, form goals and pursue them, value and participate in creative expression, examine moral choices, have socially acceptable patterns of behavior; and D. Institutional Goals—provide a curriculum which is articulated vertically and horizontally, staff and train staff for schools, involve community and school patrons, ensure utilization of time, space, and facilities, evaluate the SUES project, and establish renewal mechanisms. The application has 10 sections. (DB)

ED 076 258 PS 006 482

Siegel, Alexander W. Allik, Judith P.

A Developmental Study of Visual and Auditory Short-Term Memory.

Pittsburgh Univ., Pa. Dept. of Psychology. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Cognitive Processes, College Students, Cues, Developmental Psychology, Developmental Tasks, Grade 2, Grade 5, Kindergarten, *Memory, *Recall (Psychological), Research Methodology, Serial Learning, *Stimulus Behavior, *Verbal Stimuli, *Visual Stimuli

Kindergarten, second-grade, fifth-grade, and college subjects were tested in a serial-position recall task under each of four conditions: Visual stimuli/visual recall cue, visual stimuli/auditory recall cue, auditory stimuli/visual recall cue, auditory stimuli/auditory recall cue. Visual stimuli were pictures of common animals and objects; auditory stimuli were the tape recorded names of

these animals and objects. Two serial positions were probed on each trial. At all grade levels: (1) recall of visual stimuli was markedly superior to that of auditory stimuli, (2) modality of recall cue had no effect, (3) primacy and recency effects were found for both visual and auditory stimuli. Delayed testing (Probe 2) produced a decrement in auditory stimulus recall but not in visual stimulus recall. It was suggested that overt labeling of pictorial stimuli functionally changes the stimuli from being purely visual to being both visual and auditory. (Author)

ED 076 259 PS 006 483

Directory of Full Year Head Start Programs.

Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OCD-73-1052

Pub Date Feb 73

Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Compensatory Education Programs, *Directories, Disadvantaged Youth, *Federal Programs, Preschool Education, Preschool Programs

Identifiers—*Project Head Start

Full-year Head Start programs are listed in State order in this directory. Mailing address and director's name are provided for each program. Locations of OCD regional offices are provided in an appendix. (KM)

ED 076 260 PS 006 495

Goodwin, Judy

Relationship of the Follow Through Evaluation to Local Needs.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Jul 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Community Programs, *Compensatory Education Programs, Demonstration Programs, *Evaluation Needs, Federal Programs, Primary Grades, Program Descriptions, *Program Evaluation, Research Needs

Identifiers—*Project Follow Through

The discrepancies between the comprehensive design for Follow Through evaluation and the program management's needs of the seven models in Philadelphia are discussed. The national evaluation has focused on pupil performance and achievement data. The local evaluation, conducted since 1968, has focused on: (1) the assessment of the correspondence between the philosophy/strategies of the seven models and the representations that had been established in the participating schools; (2) codifying the instructional evaluation procedures in the classroom and the interpretation of mastery (criterion) scores for some of the model sponsors; and (3) the assessment and interpretation of an ever-increasing involvement of the community. Collectively, the foci of the local evaluations indicate that not until a program is fully implemented will there be requests for information describing outcomes in pupil achievement terms. (Author/KM)

ED 076 261 PS 006 506

Witz, K. G. Easley, J. A., Jr.

Analysis of Cognitive Behavior in Children. Final Report.

Illinois Univ., Urbana. Curriculum Lab.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0216

Pub Date Jul 72

Contract—OEC-0-70-2142(508)

Note—180p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Science Research, *Child Development, *Cognitive Processes, *Early Childhood, Educational Theories, *Learning Processes, Publications, Research, Technical Reports

Identifiers—Piaget (Jean)

The aim of this project was to conceptualize and map cognitive processes and structural aspects, working mostly from video tapes of children in relatively natural clinical interviews, play and school situations (laboratory work, etc.). A conception of cognitive structure and an over-all perspective on cognitive functioning, which differ fundamentally from those of Piaget and all other

RC

investigators were developed and are presented, as is a new conception of the educational process. The three parts of the report proper are: I. Cognitive Structure and Education; II. Summaries of Individual Projects (A. Experimental and Theoretical Works on Four-Year-Olds (9 studies); B. Experimental and Theoretical Works on Twelve-Year-olds (4 studies); C. Theoretical and Format Work (2 studies); and D. Educational Problems (3 studies); and III. Publications, Theses, and Other Documents. The bulk of this report is comprised of the following 15 appendices: Guidelines for Balance-beam Interviews; A Protocol of a Balance-beam Interview; Structural Changes in 4-5 Year Olds; Comments on the Activity Structure in Elizabeth; The Representation of Cognitive Structures of Four and a Half Year Old Children; Representation of Perceptual State; A Study of Free Pretend Play; A Study of Children's Rhythmic Movement; Comprehension of Relative Clause Sentences in Children, Excerpt: Method and Results; The Representation of Cognitive Frameworks in Young Adolescent Science Students; Cognitive Deep Structure and Science Teaching; An Interview about Chemical Mixtures and Reactions: Selections from Interviews about Heat; Relational Representation; and A-1 Project. (DB)

ED 076 262 PS 006 521

Mycue, Elena De Los Santos, Comp.

Young Children with Handicaps: Part I, Emotional Disturbance and Specific Learning Disabilities. An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 73

Note—49p.; First in a series of four; see also PS 006 533, PS 006 534, and PS 006 535

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-39, \$1.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Behavior Problems, Early Childhood Education, *Emotionally Disturbed Children, Emotional Problems, *Exceptional Child Education, *Exceptional Child Research, Learning Difficulties, *Learning Disabilities

The first of a four-part bibliography on young children with handicaps deals with emotional disturbance and specific learning disabilities. Citations were taken from "Research in Education" (January 1969–December 1972), the "Current Index to Journals in Education" (January 1969–November 1972), and "Exceptional Child Education Abstracts." Most citations are abstracted; all have index terms. (KM)

ED 076 263 PS 006 522

Katz, Lilian G.

Notes on the Distinction between Education and Excitement.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25–March 1, 1973)

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-43, \$0.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Childhood Education, Educational Theories, Learning Activities, *Response Mode, Speeches, *Student Reaction, Teacher Responsibility, *Teacher Role, *Teaching Techniques

It is asserted that under the influence of curriculum developers, R&D disseminators, and general cultural influences, teachers of young children perceive that part of their role is to keep their children excited (high level of responsiveness) or "turned on." This perception leads to (1) child dependence on and expectation of adult-induced excitement; (2) absence of opportunity for children to learn to engage in sustained work; and (3) teacher reliance on superficial tricks and gimmicks. Similarly, teachers are vic-

tims of disseminator induced excitement. It is asserted that excitement cannot last and is followed by disconsolation and mistrust of educational R&D disseminators. (Author)

ED 076 264 PS 006 533

Thomas, Susan B., Comp.

Creativity: A Positive of Young Children. (Paper and Abstract Bibliography).

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 73

Note—38p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-45, \$1.15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Creative Ability, Creative Thinking, *Creativity, Creativity Research, *Disadvantaged Youth, Early Childhood, *Literature Reviews, Teaching Methods

A review of research on creative thinking indicates that children labeled as disadvantaged have creative strengths upon which to build a program of education. Studies have shown that, in general children from a relatively disadvantaged background perform better on tasks of figural creativity than their advantaged peers. If teachers are to emphasize children's positives, they should: (1) be aware that their attitudes and values are transmitted both verbally and nonverbally; (2) try to enhance their students' self-concept; and (3) accept children's ideas and the ways they express them. Studies also show that disadvantaged children perform better on figural creativity than they do on verbal creativity measures. Results of creativity research comparing black and white children are conflicting. Developmental racial comparisons have shown that black children catch up with, and in many cases surpass, their white peers in figural creativity. A workshop emphasizing the creative positive of disadvantaged elementary school children is considered to have elicited their "hidden" verbal talents through techniques encouraging them to respond freely, creativity tests with no time limits, and sympathetic examiners. A comparative three-year program of language development examined the efficiency of an oral language program and an experimental reading program in improving language development, achievement, and creative thinking. The attached abstract bibliography on creativity includes entries from "Research in Education" and journal citations. (KM)

ED 076 265 PS 006 534

Mycue, Elena De Los Santos, Comp.

Young Children with Handicaps: Part III, Educable and Trainable Mentally Handicapped. An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 73

Note—47p.; Third in a series of four; see also PS 006 521, PS 006 533, and PS 006 535

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-41, \$1.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, *Early Childhood, *Educable Mentally Handicapped, Educational Programs, *Exceptional Child Education, Mentally Handicapped, Mental Retardation, Teaching Methods, *Trainable Mentally Handicapped

The third in a four-part bibliography on young children with handicaps concerns educable and trainable mentally handicapped children. Citations are taken from "Research in Education" (January 1969–December 1972), the "Current Index to Journals in Education" (January 1969–November 1972), and "Exceptional Child Education Abstracts." Abstracts and index terms are provided. (KM)

ED 076 266 RC 005 920

Evaluation of Navajo Community College, Summary. Final Report June, 1971.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 71

Note—63p.

Available from—National Technical Information Service, Springfield, Va. 22151 (\$0.95 MF, \$3.00 HC)

Document Not Available from EDRS.

Descriptors—*American Indians, College Environment, *Community Colleges, Culture, Curriculum, Ethnic Groups, *Evaluation, *Manpower Utilization, Organization, *Programmed Instruction, Projects, Students

Identifiers—*Navajo Community College

The final report represented a culmination of a 2 year assessment of the operation and impact of the first institution of higher learning under Indian control, Navajo Community College (CC) at Many Farms, Arizona. The major portion of the data were collected from July, 1970 - May, 1971, although conclusions can be based on evaluation which began in July, 1969. The first year of the evaluation by Pacific Training and Technical Assistance Corporation PTTA covered 7 need areas: organization, budget and finance, communication, students and student services, curriculum, special services, and planning. The second year showed a need for a developmental evaluation strategy. Three standard tests were used to collect data—American College Test, Kuder Occupational Inventory Survey, and College and University Environment Scales. In addition, PTTA developed 4 testing instruments—Organizational Characteristics Inventory, student questionnaire, student interview, and drop survey form—to collect data on student interest, needs, and accomplishments as well as the organizational characteristics of the college. Conclusions of this report dealt with NCC and the Navajo tribe, NCC and Indian education, NCC and the Office of Economic Opportunity, and the NCC experiment: results to date. (FF)

ED 076 267 RC 006 842

Meier, Michael Feagin, Joe

A Comparative Analysis of Black and Mexican American Residential Segregation in Southwestern Cities.

Pub Date Jun 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Economic Factors, Group Unity, *Housing Patterns, Incidence, *Mexican Americans, *Negroes, *Racial Segregation, Socioeconomic Status, Statistical Analysis, Tables (Data)

Identifiers—*Southwest
Discrimination, poverty, and ethnic attachment or choice have been identified as 3 factors that might explain residential segregation. This paper purported: (1) to comparatively document the nature and extent of metropolitan segregation of Mexican Americans and Blacks in the Southwest; (2) to perform an exploratory analysis of the significance of one of these 3 factors in determining residential segregation; and (3) to provide some speculation on the contributions of the remaining 2 factors. For 31 cities, expected indexes based on income and education were computed to explain residential segregation by socioeconomic status. It was concluded that: (1) a uniformly high degree of Black segregation was found for all cities, while Mexican American segregation was less extreme and more variable from one metropolitan area to another; (2) Mexican Americans were usually more segregated from Blacks than from Anglos; (3) the levels of segregation of both groups appeared unrelated to the size of the city; (4) socioeconomic status cannot account for the observed levels of Black and Mexican American segregation; (5) Mexican Americans have higher median incomes and yet lower median education levels than Blacks in almost all areas; and (6) income as a component of residential segregation is of no greater importance in Mexican American segregation than in Black segregation. (HBC)

ED 076 268 RC 006 941
Task Force on Education, Cabinet Committee on Opportunities for Spanish Speaking People, Fiscal Year 1971.

Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.
Pub Date 25 Jun 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, *Educational Needs, *Educational Programs, Elementary Education, *Federal Programs, Higher Education, *Needs, Secondary Education, *Spanish Speaking

Seventeen recommendations by the Education Task Force for the improvement of education for the Spanish speaking are given. These recommendations were made to the President and to departments which provide programs and services for the Spanish speaking. The recommendations pertain to funding applications, job specifications, teacher education, supplemental and supporting services, special programs, career education, elementary and secondary education, adult education, the needs of higher education, and community and junior colleges. Two of the recommendations are to: (1) ensure participation of Spanish speaking individuals in development of guidelines for programs which affect the educational attainment of their communities and (2) intensify the efforts of the Commission on Civil Rights to insure equal educational opportunities for the Spanish speaking. The report also discusses the status of Federal programs, commenting on: the lack of specific goals and objectives; the lack of Spanish speaking in leadership positions; rules and regulations; proposal requests; panels; and prime contractors for Federal government operations. (NQ)

ED 076 269 RC 006 950
Norris, Robert

Politics of Local Control: Ramah Navajo Community Forms a School.

Pub Date 27 Mar 73

Note—17p.; Paper presented at the annual meeting of the Comparative and International Education Society, San Antonio, Texas, 25-27 March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Community Schools, *Curriculum Design, Educational Programs, Program Content, *School Community Relationship, *School District Autonomy, *Self Directed Groups

Identifiers—*Ramah Navajo High School

For more than 100 years the Native Americans of the U.S. have been dominated economically, socially, educationally, and culturally by the larger society in which they live. The U.S. government has set policies, primarily through the Bureau of Indian Affairs (BIA), without consulting Native Americans. The Ramah Navajo Community experienced relatively greater Federal and local domination because of their isolation from the larger Navajo reservation. In February, 1970, the Ramah Navajo Community voted 44-0 to create a school board. The 44 represented the intent of the entire Navajo community to assume responsibility for control of the already existing school. On March 25-27 the school board received support from Representatives and Senators and eventually from the BIA. The curriculum stressed the bicultural setting. Many of the traditional subjects taught in public schools were included with adaptations, i.e., English was classified as a foreign language. Physical education stressed continuing leisure activities rather than pure calisthenics. The curriculum attempted to combine Navajo culture, international humanistic values, and competence in individually chosen fields. (FF)

ED 076 270 RC 006 951
Pierce, James M.

The Condition of Farm Workers and Small Farmers. Report to the National Board of National Sharecroppers Fund and Rural Advancement Fund.

National Sharecroppers Fund, New York, N.Y.

Pub Date 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Laborers, *Economic Disadvantage, *Farm Labor, Farm Labor Legislation, Housing Needs, Migrant Worker Projects, Racial Discrimination, *Reports, *Ru-

ral Population, Sharecroppers, Welfare Problems

Discrepancies in the U.S. Department of Agriculture (one of America's largest industries) and its relationship to farmworkers and small farmers are discussed in this report. Statistics supporting this are: (1) although 60% of all substandard housing is in rural areas, less than 25% of all Federal housing has been allocated for these areas; (2) approximately 50% of the nation's poor live in rural areas, and 70% of these individuals survive on less than \$2,000 per year; (3) almost half of America's 2.7 million farmers earned less than \$2,500 in 1972; and (4) the average annual wage for 270,000 migratory laborers was \$1,830, while the average farmworker earned \$3,170. All these figures are well below the Federal poverty standard. The discussion focuses on achieving rural revitalization through a comprehensive Federal policy which would maintain a common direction in its programs and provide for coordination and cooperation between governmental agencies. Other topics included in this discussion on the indifference of large corporate farming are the land-grant university's concern with industry rather than farmers and racial discrimination in the Extension Service. A related document is ED 054 885. (HBC)

ED 076 271 RC 006 953
Flores, Juan Modesto

A Study of Mexican American Cultural Characteristics as Perceived by Members of 100 Impoverished Mexican American Families and Its Educational Implications.

Pub Date May 72

Note—201p.; Ed.D. Dissertation, University of Houston

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, *Cultural Factors, Educational Strategies, *Ethnic Studies, *Family Attitudes, *Low Income Groups, *Mexican Americans, Self Concept Tests, Statistical Analysis, Tables (Data)

Two questions were investigated in this study: (1) Does the low socioeconomic Mexican American perceive himself as he is portrayed in literature? and (2) Are there relationships between educational achievement, perceived cultural characteristics, and the 7 specific themes: 1) ethnic isolation, 2) Spanish language, 3) fatalism, 4) present day orientation, 5) limited aspirations, 6) "machismo", and 7) family solidarity? A questionnaire was developed for the 100 ninth grade students tested in Corpus Christi while another was administered to the 76 parents. The results indicated that Mexican American cultural characteristics as perceived by 100 low socioeconomic families tested are not in total accordance with literature. There was general agreement on ethnic isolation, Spanish language, family solidarity, and, to some extent, present day orientation, while there seemed to be general disagreement in the areas of fatalism, limited aspirations, and "machismo". The findings showed the Mexican American living in isolation, maintaining the Spanish language, and having strong family ties. He was also prone to function in the present rather than the past or future, was non-fatalistic, had high aspirations and generally disregarded the "machismo" concept. (HBC)

ED 076 272 RC 006 955
Kuvlesky, William P. And Others

Aspirations of Rural Black Women and Their Orientations Toward Migration.

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—TAES-H-2906

Pub Date [73]

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Studies, *Aspiration, *Females, Goal Orientation, *Negroes, *Relocation, *Rural Areas, Social Mobility, Statistical Analysis, Tables (Data)

Identifiers—*East Texas

Ambitions for social mobility among rural southern Blacks and their influence on out-migration trends were explored in this analysis. Data utilized were collected as part of a more comprehensive study of living patterns among disadvantaged families. In the summer of 1970, samples of Black, female adults were drawn from 2 rural villages and a town of about 5,000 inhabi-

tants in a nonmetropolitan county of East Texas. The total sample numbered 52 village and 207 town homemakers. The data indicated that, in general, level of educational aspiration had little impact on desire for rural out-migration. It was observed that those desiring high levels of education (i.e., more than high school) were slightly more inclined to want to remain in the area. While differences were not statistically significant, this evidence was in direct contradiction with the original proposition that aspirations for higher education would be positively associated with rural out-migration. It was further concluded that, except for age and certainty of educational aspiration, family income and subjective income status had little influence on desire for out-migration. (HBC)

ED 076 273 24 RC 006 956
Biglin, James E. Pratt, Wayne

Indian Parent Involvement in Education: A Basic Source Book.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date Jun 73

Contract—OEC-1-6-062469-1574(010)

Note—126p.; Slide/cassette presentations (in Navajo and English) to accompany this source book are available on a special order basis

Available from—Northern Arizona University, Box 5774, Flagstaff, Ariz. 86001 (\$1.95)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Board of Education Policy, *Board of Education Role, Comparative Analysis, Curriculum, Educational Finance, Federal Government, *Parent School Relationship, Parent Student Relationship, *Policy, Public School Systems, School Administration, Schools, State School District Relationship, Student School Relationship, Trustees

The source book is designed for parents of American Indian children. The primary objectives are to provide: basic information on the operation of Federal and public schools; practical suggestions on how parents can become involved; and guidelines for the parents to better prepare their children for educational success. Topics include duties of administrators, school services, funding, curriculum, parent-teacher relationships, parents' role in motivating the child, and a self-help guide for a behavior modification program at home. Also available with this source book are 2 slide/cassette presentations. They are "Help Begins at Home": a presentation designed to provide Indian parents with practical suggestions for preparing their pre-school children for school; and "Passing of the Sun": a presentation which provides information on school operations, administration, and parental involvement. (Author/FF)

ED 076 274 RC 006 957
Coombs, Madison L.

An Evaluation of the Johnson-O'Malley Program: Muskogee Area, Bureau of Indian Affairs.

Bureau of Indian Affairs (Dept. of Interior), Muskogee, Okla. Muskogee Area Office.

Pub Date Aug 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Educational Finance, *Federal Programs, *Program Evaluation, *State Federal Aid

Identifiers—*Johnson O'Malley Act, Oklahoma

The Johnson-O'Malley Act (JOM), passed by Congress in 1934, authorized the Bureau of Indian Affairs (BIA) to contract with the states and other political entities for educational services to American Indians. Although the rationale for the JOM program was not understood well by a high proportion of the Indian patrons of public schools or by the school administrators, the nature of JOM funding and recent developments made the evaluation of these programs an inevitable requirement. In April, 1972, the Muskogee Area Office of the BIA sent the Indian Education Section of the Oklahoma State Department of Education a 1 page set of suggestions for evaluating and monitoring JOM projects. This document was shown in its entirety. About a month later the BIA office in Albuquerque, which handles the JOM program, forwarded to the Muskogee Area

Office a similar and comprehensive questionnaire which was then forwarded to the Oklahoma State Department of Education. The returns showed an almost total lack of standardized evaluation test data. Recommendations from the schools stressed the need for inservice training of personnel and changes in the program. (FF)

ED 076 275 RC 006 959

This Land Is Our Land: The American Indian in American Society, 1970.

Episcopal Church, New York, N.Y. National Committee on Indian Work.

Pub Date 70

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Cultural Differences, *Eskimos, Ethnic Groups, Evaluation, *Nonreservation American Indians, Religious Cultural Groups, Relocation, *Reservations (Indian), *Socioeconomic Status, Youth Programs

In February 1969, the Executive Council of the Episcopal Church established a National Committee on (American) Indian Work (NCIW). This was in keeping with the General Convention of the Episcopal Church's policy of supporting self-determination among the poor and the powerless in American society. This document is the NCIW's analysis of the situation of the American Indian. The committee has 10 Indian members, elected in 1969 by 5 regional conferences of Indians related to the Episcopal Church in: the Great Lakes area, the Northern Plains, the Northwest, the Southwest, and Alaska. There were also 5 bishops whose dioceses include significant Indian populations. Major topics were: identity of an Indian, culture and value contrast, Indians in society, churches' relationship to Indians and Eskimos, Indian isolation, Indian situation today, rural and urban Indians, problems of Indian youth, and a few general observations of the Indian's situation today. (FF)

ED 076 276 RC 006 960

Jones, Orville E., Ed. Wade, Douglas E., Ed. Leaders in Outdoor Education, 1971.

Northern Illinois Univ., Oregon. Lorado Taft Field Campus.

Pub Date Sep 71

Note—97p.

Available from—Northern Illinois University, Department of Outdoor Teacher Education, Lorado Taft Field Campus, Oregon, Illinois 61061 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Leaders, Biographies, *Conservation Education, Directories, *Environmental Education, *Outdoor Education, *Professional Personnel

An alphabetical list of leaders in outdoor education is presented in this directory. Biographical information is presented for 449 leaders. (PS)

ED 076 277 RC 006 961

Houghton, Ruth M., Ed. Native American Politics: Power Relationships in the Western Great Basin Today.

Nevada Univ., Reno. Bureau of Governmental Research.

Pub Date 73

Note—129p.; Papers prepared for a symposium presented at the Great Basin Anthropological Conference, Salt Lake City, Utah, September 2, 1972

Available from—Bureau of Governmental Research, University of Nevada, Reno, Nevada 89507 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*American Indians, Anthropology, *Area Studies, Case Studies, *Conferences, Federal Legislation, Federal Programs, Local Government, *Political Influences, *Power Structure, Race Relations, Reservations (Indian)

Identifiers—*Great Basin, Nevada

Prepared for a symposium presented September 1972 at the Great Basin Anthropological Conference (Salt Lake City) these papers represent political and ethnological research on western Great Basin Indians. The topics include (1) "Developing Political Power in Two Southern Paiute Communities", (2) "Channels of Political Expression among the Western Shoshone-Goshute of Nevada", (3) "Factionalism in a Northern Paiute Tribe as a Consequence of the

Indian Reorganization Act", (4) "Reservation Politics and OEO Community Development, 1965-1971", (5) "The Role of the B.I.A. on the Reservation: Patron or Client?", (6) "Political Resources Available Through the Wheeler-Howard Act: A Case Study", (7) "The Status of Indians in Nevada Law", and (8) "Indian Tribal Governments in Nevada". The remaining part of the volume consists of 4 persons' comments on the papers. [Not available in hard copy due to marginal legibility of original document.] (HBC)

ED 076 278 24 RC 006 962

Politzer, Robert L. Ramirez, Arnulfo Judging Personality from Speech: A Pilot Study of the Effects of Bilingual Education on Attitudes Toward Ethnic Groups. Research and Development Memorandum No. 106.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NE-RD-M-106

Pub Date Feb 73

Contract—NE-C-00-3-0063; OEC-6-10-078

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anglo Americans, *Attitudes, *Bilingual Education, Ethnic Groups, Grade 3, *Mexican Americans, *Personality, Spanish Speaking, *Speech

Identifiers—*California

During this investigation, information was gathered about attitudes held by Mexican American and Anglo children concerning members of specific social or ethnic groups, determining whether the attitudes developed by children in a bilingual education program were different from those of children who had been solely exposed to English education. The subjects were 27 third graders who had been in the bilingual program since kindergarten, and a control group of 31 third graders from a monolingual program. The technique used was the matched-guise method in which each of several bilingual speakers read different passages in varying languages or dialects. The subjects' differential attitudes toward social or ethnic groups were indicated by the ratings they gave to the same speakers using different languages or dialects. Major findings were that the upgrading of the speech varieties characteristic of the subject's own ethnic group seemed somewhat less pronounced among the Anglos in the bilingual program and that the matched-guise effects showed no upgrading of Spanish among the Mexican Americans in the monolingual group. (PS)

ED 076 279 RC 006 963

Singer, Joseph F. Migration and the Socioeconomic Adjustment of Households Left Behind in the Ozarks.

Pub Date 27 Aug 72

Note—24p.; Paper presented at the annual meeting of the Rural Sociological Society, Baton Rouge, Louisiana, August 25-27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjustment Problems, Attitudes, Economic Factors, Heads of Households, Industrialization, Labor Force, *Low Income Groups, *Migration, *Rural Areas, *Socioeconomic Status, Underemployed

Identifiers—*Ozarks

The specific purpose of this study was to evaluate the role of several decades of high out-migration in the socioeconomic adjustment of households left behind in the Arkansas Ozarks and to identify meaningful labor force and social adjustments to poverty area industrialization. The study involved 12 counties in north-central Arkansas. The research design compared the same families over a period of time since the same 12 counties were studied in 1956. The sample consisted of 313 open-country households yielding information for 148 non-migrant and 165 migrant families. Survey data revealed that non-migrant households did not share equally in the socioeconomic progress experienced by the residual residents of the area; that 43% of the non-migrant families and 38% of the in-migrant households experienced some income deprivation; that nonwork incomes play an important part for the majority of families, and that in-migrants have a considerable advantage in the labor market. (PS)

ED 076 280 RC 006 964

Jones, Charles, Ed. Look to the Mountain Top.

Pub Date 72

Note—121p.

Available from—American Airlines Indian Book, 633 Third Avenue, New York, N.Y. 10017 (\$3.95)

Document Not Available from EDRS.

Descriptors—*American Indians, *Cultural Awareness, Cultural Background, Ethnic Groups, Handicrafts, Laws, *Nonreservation American Indians, *Reservations (Indian), Socioeconomic Background, *Tribes, United States History

Cultural background and the contemporary situation of American Indians in the United States are covered in this book. The first section of the book covers Indian art, literature, women's rights, warriors, religion, farming, natural resources, law, and the Indian as the first American. Included in the second part are: maps of Indian land (1492-1972), history, writing systems, static images, arts and crafts, and recipes. There are also 160 bibliography listings and 4 Indian journals cited. (FF)

ED 076 281 RC 006 965

A Compilation of Laws Pertaining to Indians.

State of Maine.

Maine State Dept. of Indian Affairs, Augusta.

Pub Date Jan 73

Note—50p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*American Indians, Education, Forestry, Housing, *Laws, *Legal Responsibility, *State Agencies, *State Legislation, Welfare Services

Identifiers—*Maine, Passamaquoddy, Penobscot

The document is a compilation of laws pertaining to the American Indians in the state of Maine. These laws are compiled from: (1) the Maine Revised Statutes of 1964 and amendments through 1972; (2) the Constitution of Maine; and (3) the current resolves and private and special laws. Major topics are: education, elections, fish and game, forestry, health and welfare, highways, housing, tribes, legislature, motor vehicle taxes, and treaties. Also included are miscellaneous provisions such as liquor and public dumps. [Not available in hard copy due to marginal legibility of original document.] (FF)

ED 076 282 RC 006 967

Franc, Max B.

Minority Attitudes and Opinions That Have Impacts on Administration of Minority-Oriented Programs.

Pub Date 5 Mar 72

Note—17p.; Paper presented at Pacific Chapter American Association for Public Opinion Research Meeting, Asilomar, Calif., March 3-5, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, *Anti Segregation Programs, Communication Problems, Community Involvement, *Cross Cultural Studies, Culture Conflict, *Mexican Americans, Minority Groups, *Negroes, Opinions, Politics, Program Development

Impacts of minority attitudes and opinions in preparing young minority entry-administrators for programs in government and business were explored in this paper. Additionally, the close relationships between administrative problems and reported incidents of communication breakdown were discussed. It was noted that minority administrators and young minority people interested in public administration training programs refer to attitudinal differences between themselves and "the establishment". Variables considered included (1) organizational expectations for time management, (2) requirements for other organizing skills, (3) responsibilities and loyalties to organizational goals, (4) requirements for quantitative thinking, and (5) needs for word-oriented rules and regulations. It was further stated that future directions of minority-oriented community organization programs will be influenced by research findings on attitudes and opinions in these areas: (1) relationships between communication and administrative variables in community organization and minority-oriented programs; (2) relative effectiveness of different approaches to

prepare minority administrators for community and other programs; (3) effects of "cultural protection" devices in such programs; and (4) desirable programmatic modifications. (Author/HBC)

ED 076 283

RC 006 969

Franc, Max B.
Communication, Administration, and Mexican-American Administrators.

Pub Date 29 Apr 72

Note—14p.; Paper presented at the Rocky Mountain Social Science Association Meeting, Salt Lake City, Utah, April 28-29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, Agencies, *Communication (Thought Transfer), *Communication Problems, Educational Programs, *Federal Programs, *Mexican Americans, Minority Groups, Youth

Endeavors to incorporate Mexican Americans into the administration of social action and other governmental programs are examined in this paper. As a result of exploratory work for training Chicano youths for entry-administrator positions in such agencies, 3 areas are discussed: (1) ways in which such programs can improve communication between Mexican Americans and other public administrators; (2) techniques to identify substantive communication breakdowns in such programs; and (3) training devices for improving communication skills. The importance of empirical data in assessing the effects of treatment variables for Mexican American placement in entry-administrator positions in governmental agencies, techniques to attract these youths to public service, and a variety of other minority-oriented programs are reviewed. Also discussed are (1) differences between communication and administrative variables in these programs; (2) specific ways in which minority-oriented programs are dissimilar and similar to others; (3) identification of desirable techniques for selection and operation of minority administrators; and (4) experimental designs for tracing relationships between treatment variables and programmatic and organizational accomplishment. (NQ)

ED 076 284

RC 006 970

Franc, Max B.

Broad Applications of Research on Programs Involving Mexican-Americans.

Pub Date 73

Note—20p.; Paper presented at the Rocky Mountain Council for Latin American Studies, University of Montana, Missoula, Montana, Spring, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anglo Americans, *Attitudes, Concept Formation, Criteria, *Mexican Americans, *Programs, *Research

In order to organize research on minority programs, particularly the Spanish speaking, the possible differences in attitudes and opinions of the mainstream and Spanish speaking clientele have to be considered. Mainstream clientele tend to assume that public administration of new programs is characterized by a normal process of growth, development, and improvement involving learning from past mistakes. Yet the Spanish speaking, especially the Mexican American and Chicano activists, hold different perspectives, particularly in the public administration of programs addressed to barrio communities. The attitudes and opinions in 3 areas should be considered when asking whether minority attitudes and opinions diverge meaningfully from those of the mainstream: (1) change, (2) error, and (3) function of new programs. Recommended points of focus for research on Mexican American programs are (1) the concept of the minority program as a laboratory and (2) research addressed to the entry-administrator training programs. (NQ)

ED 076 285

RC 006 971

Helms, David Mack

A Study of Ohio Appalachian and Non-Appalachian Public Secondary School Teachers' Attitudes Toward Selected Aspects of Training and Experience.

Pub Date Aug 71

Note—195p.; Ph.D. Dissertation, Ohio University Available from—Inter-Library Loan from West Virginia University, Morgantown Document Not Available from EDRS.

Descriptors—Academic Achievement, *Attitudes, Economic Factors, Inservice Education, Instructional Materials, Job Satisfaction, Low Income Groups, *Rural Youth, *Secondary School Teachers, *Teacher Education, *Teaching Experience

Identifiers—*Appalachia, Ohio

The purpose of this study was to compare attitudes of secondary school teachers in 28 Ohio counties (considered by the Appalachian Regional Commission to be a part of Appalachia) with those of teachers in the remaining 60 counties. A questionnaire of 122 items, 94 of which were attitudinal, was used with a random sample of 600 teachers, 300 each from the 2 regions. Major findings were that the responses of both groups indicated a marked degree of similarity in demographic variables; that more non-Appalachian teachers felt they had received inadequate training than Appalachian teachers; that there is a difference in attitudes between the groups toward job satisfaction; that there is no difference in attitudes between groups toward administrators and other teachers; and that there is no difference in the pattern of response of physical plant adequacy. The major recommendation was that a longitudinal long-range study of the differences in attitudes of teachers in Appalachia with teachers in other areas would be worthwhile. (PS)

ED 076 286

RC 006 972

Ward, Valerie Lynn

Ethnicity and Mobility Orientations: A Study of the Mexican-Americans of Southern Colorado.

Pub Date Nov 72

Note—60p.; Master's thesis, Colorado State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Acculturation, Ethnic Origins, High School Students, *Masters Theses, *Mexican Americans, Occupational Mobility, *Rural Areas, Self Concept, Statistical Analysis, Tables (Data)

Identifiers—*Colorado

An outgrowth of a larger research study entitled "Ethnic Differences in Levels of Aspiration", this thesis examined 645 Mexican American high school juniors and seniors in the southern portion of Colorado to determine if geographical isolation from the dominant culture and their high population proportion served to sustain their traditional cultural ties. The study focused on analysis of acculturational opportunities, ethnic cultural retention, and mobility aspirations of Mexican Americans sampled by the larger study. The major conclusion of the study was that acculturational differentials do not account for meaningful differences in mobility. This conclusion questioned the cultural explanation of differential achievement and suggested that Mexican Americans may accept the values concerned with high achievement and recognize the desirability of rewards, but because they have poor educational opportunities and lack influence, they experienced certain obstacles in reaching desired occupations. Further research was needed for mobility orientations as they relate to class standing. Findings were limited since only those persons who were relatively isolated from the dominant culture and lived in socioeconomically homogeneous areas were studied. (HBC)

ED 076 287

RC 006 974

Health Care Delivery in Rural Areas.

American Medical Association, Chicago, Ill.

Report No.—AMA-MP-700

Pub Date 72

Note—41p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Evaluation, *Health Facilities, Health Insurance, *Low Income Groups, Manpower Utilization, *Models, *Physicians, Planning, Professional Personnel, *Rural Areas, Technology

An overview of the problems of rural health delivery is presented in this booklet along with selected plans and models for delivery of services in certain rural areas of the nation. Health care is described in terms of the rural situation, insurance, rural health care systems, developing a model, and elements of the model. Thirteen models being used in various parts of the United States are presented, with implications for future development. It is noted that after adequate planning, each rural area must develop its own system. (PS)

ED 076 288

80

RC 006 983

Appalachia Education for Tomorrow. Summary and Recommendations. A Report to the Appalachian Regional Commission from the Education Advisory Committee. Report 1.

Appalachian Regional Commission, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, Economic Factors, *Education, *Federal Programs, Human Development, Needs, *Regional Planning, *Rural Areas, Vocational Education, Work Experience

Identifiers—*Appalachia

Educational funding problems in Appalachian school districts were described in this report. Thirty-five recommendations were made in the areas of planning, regional education service agencies, early childhood education, and educational manpower. Federal education programs and their potential effect on the region were examined. Federal education issues were divided into 3 categories: inequity of Federal distribution of funds, penalizing Appalachian regional education; program coordination; and Administration and Congressional proposals which affect the region. Additional information about the Appalachian Education Advisory Committee was also presented. (PS)

ED 076 289

RC 006 984

The Appalachian Experiment, 1965-1970.

Appalachian Regional Commission, Washington, D.C.

Pub Date 70

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Needs, *Federal Legislation, Health Facilities, Housing Deficiencies, Natural Resources, *Program Descriptions, *Program Planning, Road Construction, *Rural Development, *State Federal Support, Tables (Data), Vocational Rehabilitation

Identifiers—*Appalachia

Assessing the progress of the Appalachian Regional Commission, this report dealt with policy decisions and programs implemented by the Commission from its inception in the mid-1960's through fiscal year 1970. Low income, high unemployment, retarded urbanization, education deficits, inadequacies in standards of living, and a changing population were identified as the major problems of the region. The program strategy was to improve employment opportunities which would lead to economic growth and general development. It was further decided that Appalachia would have to adjust to the evolving national society if a greater share of national output was to be attained. Since its inception, the program has broadened the definition of its daily operating development, changed the relative emphasis among programs, and changed the range of its administrative and program activities. Some functional programs discussed were Appalachian housing, natural resources and environment, education, health, and highways. Additional chapters contained the planning and development strategy and the commission as a government institution, which included federal, state, and the local development districts. (HBC)

ED 076 290

RC 006 986

Appalachia: A Report by the President's Appalachian Regional Commission, 1964.

Appalachian Regional Commission, Washington, D.C.

Pub Date 64

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Development, *Developmental Programs, *Economic Disadvantage, Economic Factors, Educational Needs, Human Resources, Living Standards, Natural Resources, *Rural Development, Unemployment

Identifiers—*Appalachia

Problems in the Appalachian region are described in this report. The realities of deprivation are documented through low income, high unemployment, lack of urbanization, deficits in education, deficits in living standards, and a changing citizenry. It is noted that the program recommendations must be regarded as a total ef-

fort. The Commission identifies 4 priority areas for immediate investment: the provision of access to and within the region, programs to more fully use the region's great natural resources, construction of facilities to control and exploit the abundant rainfall of Appalachia, and programs which obtain immediate improvements in human resources. The major recommendation of the Commission is that the Federal, state, and local governments act in concert within a framework which permits their cooperation and encourages private initiative. (PS)

ED 076 291 RC 006 987

Amador, Richard S. McCune, Jalayne
Project HEART (Hospital Employment and Related Training). Final Report.

Community and Human Resources Agency, Los Angeles, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No.—SRS-15-55284-9-01

Pub Date Nov 71

Note—96p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-216-962/1, \$0.95 MF; \$3.00 HC)

Document Not Available from EDRS.

Descriptors—Dropouts, Educational Disadvantage, Employment, English (Second Language), *Health Occupations, Manpower Utilization, *Mexican Americans, *On the Job Training, *Pilot Projects, Social Disadvantage, *Vocational Education

Identifiers—Hospital Employment and Related Training, *Project HEART

In the Mexican American community of East Los Angeles, two identifiable problems existed: (1) the need for training and employing educationally, socially, and vocationally disadvantaged Mexican Americans and (2) the need to alleviate shortages of competent personnel in health areas. Pilot Project HEART (Hospital Employment and Related Training) was developed to determine if such a program, appropriately developed, could diminish these problems. The project developed and utilized criteria for selecting 50 trainees, with primary consideration given to the disadvantaged Mexican American who was a public welfare recipient, a high school dropout, unemployed or underemployed, low skilled, or inexperienced. Program content consisted of a paramedical on-the-job training program combined with "Instant Job Concept", vocational-remedial education, English as a Second Language, and supportive services. The project showed: it was feasible to train these people for paramedical jobs in poverty area hospitals if English language instruction and prejob training was provided; present methods for collecting data on these professions' manpower needs for such programs were inadequate and the available labor was limited because of low pay; public transportation was a primary prerequisite to employing poor people in such programs. (Author/NQ)

ED 076 292 RC 006 988

Feldman, Douglas A.

The History of the Education of the Alaskan Eskimo.

Pub Date Apr 73

Note—40p.; Paper presented at the Northeast Anthropological Association Meeting, Burlington, Vermont, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Cultural Background, Economic Factors, *Educational History, *Eskimos, Industry, *Living Standards
Identifiers—Alaska, BIA, *Bureau of Indian Affairs

The development of formal education for the Alaskan Eskimo was traced back to the 1799 schools operated by the Russian American Company through the current expansion of Bureau of Indian Affairs schools. It was maintained that the growth of these educational institutions undermined traditional Eskimo values, self respect and confidence, and general modes of living. Recent attempts to correct this dilemma using Eskimo legends and the Arctic physical and social environment were described. This paper also focuses upon the Eskimo's future, using industry and natural resources. A few recommendations for effecting change are offered, such as: (1) formal education should be of the highest quality; and (2) teachers should be Native or at least

Alaskan and preferably teach in the Native tongue in lower elementary grade levels. (Author/FF)

ED 076 293

RC 006 989

Gladden, James W.

Community Action in Appalachia. Unit 4, Family Life Styles, Social Participation, and Socio-Cultural Change. (Profiles of Selected Knox County Families—Patterns of Family Behavior, Belief and Value Systems and Their Relation to Participation in Community Action Programs.)

Kentucky Univ. Research Foundation, Lexington. Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Report No.—OEO-693

Pub Date Aug 68

Note—338p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-180-099, \$0.95 MF)

Document Not Available from EDRS.

Descriptors—*Community Action, Early Childhood Education, *Economic Disadvantage, Grade 6, Health Education, Living Standards, Low Income Groups, *Political Socialization, *Rural Areas, *Social Change
Identifiers—*Appalachia

Profiles of selected Knox County families, patterns of family behavior, belief and value systems, and participation in community action programs were studied. A purposive sample of 131 intact families was studied to discover features of the family life styles of 3 categorical types: 39 participating poor (PP) families, 56 non-participating poor (NP) families, and 36 with standard incomes. The research design contrasted with 2 poor groups and compared them with the 36 above poor (AP) families. Two sets of questionnaires were administered, a year apart, to mothers in their homes and to 6th grade sons in the schools. It was found that both PP and NP groups were fatalistic because of their espousal of fundamentalistic and sectarian religious views; that PP families had longer histories of financial difficulty; that neither group belonged to formal organizations to any measurable extent; that PP families were older, larger, and had more unemployed or underemployed members; that NP were critical of the local Community Action Program; and that NP mothers had higher aspirations for their sons. Major conclusions were that the poor in Knox County need jobs, vocational training, and a much improved plan for community organization. (Author/PS)

ED 076 294

RC 006 991

Benitez, Mario

A Blueprint for the Education of the Mexican American.

Pub Date 27 Mar 73

Note—9p.; Paper presented at the Annual Convention of the Comparative and International Education Society, San Antonio, Tex. March 25-27, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingualism, Changing Attitudes, *Curriculum Development, *Educational Change, *Educational Improvement, Evaluation, Language Development, *Mexican Americans

A new blueprint for the education of the Mexican American is proposed in this paper, incorporating what has been learned from past failures. It is based on the philosophical assumptions that (1) bilingualism is an asset and not a liability and (2) education must be planned for each child according to his needs. Five basic curriculum reforms conducive to better performance by the Mexican American are proposed. These include (1) assessment of language competency, (2) the attitude toward the Spanish language of the Southwest, (3) the use of Spanish as a vehicle of learning, (4) the emphasis on oral language development, and (5) the reevaluation of testing instruments. Some of these reforms have been in operation on a limited basis through Title I, Title III, or Title VII Federal funds. (NQ)

ED 076 295

RC 007 002

Carrasco, Frank, Ed.

Migrant Programs in Texas.

National Migrant Information Clearinghouse,

Austin, Tex. Juarez-Lincoln Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 73

Note—288p.

Available from—Juarez-Lincoln Center, 3001 S. Congress, Austin, Tex. 78704 (\$5.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Action Programs (Community), College Admission, *Directories, *Federal Legislation, High School Graduates, Labor Camps, Migrant Health Services, *Migrants, *Regional Programs, *State Surveys
Identifiers—*Texas

The purpose of this handbook is to provide information on migrant programs and services in the state of Texas. Data are gathered from 92 of the 254 counties in Texas. There is a profile for each county selected and for all migrant programs identified in each county. Descriptions of Title III-B migrant programs, the High School Equivalency program, and the College Assistance Migrant program are included in the appendix. Addresses for Texas health projects, migrant labor camps, community action agencies, and Title I migrant education programs are also in the appendix. (HBC)

ED 076 296

RC 007 005

Strengthening Navajo Education.

Navajo Tribe, Window Rock, Ariz.

Pub Date Jun 73

Note—48p.

Available from—Navajo Tribe, Window Rock, Navajo Nation, Arizona 86515 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Alternative Schools, *American Indians, Boarding Schools, Community Control, *Educational Administration, *Educational Philosophy, *Educational Trends, Enrollment Trends, Federal Programs, Parochial Schools, Problems, Public Schools
Identifiers—*Navajos

The monograph asserted that the focus of Navajo education should be on the growth and development of Navajo children and the advancement of Navajo communities. The present system developed negative, anti-school feelings in many adults and children. Changes and improvements were urged. The document assumed that persons concerned with Navajo education would have firsthand Navajo educational experiences and they would conduct necessary research in these fields: school board needs, special education needs, and pupil personnel services. The Navajos also proposed taking another step—the establishment of a Tribal Education Agency. Their research revealed no other significant alternative to the current systems which fail to meet many important needs. Primarily, these needs related to the maintenance, growth, and happiness of the Navajo people on the reservation and in the greater American society. Topics covered were (1) the Navajo Tribe; (2) problems confronting the Navajos; (3) educational alternatives; and (4) the Tribal Education Agency. A bibliography and appendix of tribal resolutions ended the document. (Author/FF)

ED 076 297

RC 007 007

Kaplan, Berton H.

Blue Ridge: An Appalachian Community in Transition.

West Virginia Univ., Morgantown. Appalachian Center.

Pub Date Jan 71

Note—182p.

Available from—West Virginia University Book Store, Mountainlair Building, Morgantown, West Virginia 26506 (\$2.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cultural Factors, *Economic Disadvantage, *Educational Needs, Employment Problems, Family Life, Natural Resources, Occupational Choice, Religion, *Rural Areas, *Social Structure
Identifiers—*Appalachia

Stressors created by social change were studied in the Appalachian community of Blue Ridge, West Virginia. Data were gathered through open-ended interviews of community informants. Informants invariably described 3 distinct ways of life; data analysis therefore provided for the possibility of different crises in each stratum. Interview topics covered sources of change, family life, jobs, education, family status, and religion. The information was analyzed using a model of structural differentiation containing the following steps: dissatisfaction or threat to goal achievement, symptoms of disturbance, attempts to solve problems through the existing system, encouragement of new ideas, positive attempts to specify a process, implementation of new ways of doing

things, and development of performance patterns. Major suggestions for further research indicated the need for studies of: mental disorders and maladaptive behavior in the community; well and sick families as defined by the extent of social and medical health; crises and problem solving in the religious life of the community; and the socialization process. (PS)

ED 076 298 RC 007 008

Henry, Jeanette, Ed.
The American Indian Reader: Education.
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 72
Note—300p.; Book two of a series in educational perspectives

Available from—Indian Historian Press, Inc., American Indian Educational Publishers, San Francisco, Calif. 94117 (\$3.00 plus handling)

Document Not Available from EDRS.

Descriptors—*American History, *American Indians, Civil Rights, *Cultural Background, *Curriculum, *Education, Ethnic Stereotypes, Legal Responsibility, Reservations (Indian), Tribes

Analyzing American Indian education, the book is the second in a series designed for classroom use, teacher preparation, and the general reader. A collection of the most important articles published in "The Indian Historian" during the last 7 years, the book also introduces new materials prepared specifically for the series. The contents cover 7 educational areas: approach and philosophy; lessons of history; problems of today; critique and evaluation; film and book reviews; "relevant" education; and a curriculum sampling. Subjects have been arranged for resource use and suggest a guide to study in each area. This book attempts to present ideas as well as information. Certain ideas are offered to stimulate discussion and to develop more student participation, i.e., teachers must recognize that identity with one's heritage is natural, usually a cherished possession that cannot be demeaned, discredited, or devalued. (FF)

ED 076 299 RC 007 010

Collins, Erik. And Others

Project Implementation: A Cooperative Venture Utilizing Piagetian Theory.

Spons Agency—Appalachian Regional Commission, Washington, D.C.

Pub Date May 72

Note—21p.; Paper presented at the Piaget Conference, William James College, The Grand Valley State Colleges, Allendale, Michigan, May 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education, Economically Disadvantaged, *Educational Psychology, *Elementary School Curriculum, Individual Instruction, Inservice Teacher Education, Low Income Groups, Preservice Education, *Program Development, *Program Effectiveness, *Rural Areas

Identifiers—*Appalachia

A project to implement the theories of Jean Piaget in elementary school curricula, teacher inservice training, and college preservice training with 11 school districts, a college, and New York State Education Department was described in this paper. The change in the program scope from a teacher introduction to Piaget's theory focusing on acquisition of conservation and helping the teachers develop programs, to the approach of planning a total program which integrated Piagetian theory into the entire elementary program was traced. A pilot program consisted of 4 parts: a tape-slide presentation to be viewed by teachers, a summer workshop, a limited implementation of the program, and development of a plan for full implementation of Piaget's theory. The pilot program focused on logical-mathematical operations, specifically seriation, numeration, and classification. Plans for future development were also presented. (PS)

ED 076 300 RC 007 011

Washington State Johnson-O'Malley Indian Education. 1971-72 Annual Report.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Educational Finance, *Federal Aid, *Federal State Relationship, Public Schools, *School Funds
Identifiers—*Johnson O'Malley Act, Washington State

The Johnson-O'Malley (JOM) Act of 1934, amended in 1936, authorizes the Secretary of Interior to enter into a contract with any state which has legal authority and responsibility for the education of American Indian children residing there. The Superintendent of Public Instruction, State of Washington, is legally responsible for state schools and therefore the official contractor for JOM funds. This 1972 Annual Report on Indian education programs discusses: (1) JOM's historical background; (2) contemporary policy; (3) individual project descriptions; (4) Indian enrollment; (5) JOM project emphasis—fiscal year 1972; (6) JOM budget approvals in 7 major areas, e.g., academic achievement and supplementary student support; (7) dropout statistics; and (8) statements from local people in different school districts. (FF)

ED 076 301 RC 007 012

The Indian in the Classroom: Readings for the Teacher with Indian Students.

Montana State Office of the Superintendent of Public Instruction, Helena.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Aug 72

Note—311p.

Available from—ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88001 (on loan)

Document Not Available from EDRS.

Descriptors—*American History, *American Indians, Bias, Bibliographies, Conflict, *Cultural Awareness, *Cultural Factors, Legal Responsibility, *Student Adjustment

The status of the American Indian in society, particularly in education, is the focus of this publication. Readings are selected for the non-professional who is interested in or working with Indians. Many teachers, administrators, and others involved with Indian affairs have long noted the need for a convenient source of non-technical information on Indian culture, history, and education. This book of readings tries to fill that need. The book is divided into 8 sections, 7 of which are devoted to different topics of interest to teachers. The eighth includes bibliographies of high school level books (majority are annotated), records, newspapers, and movies about American Indians. The contents of this book are: (1) Indian contributions to American society; (2) dealing with other cultures; (3) Indian cultural values; (4) Indian history since the coming of the whites; (5) contemporary Indian affairs; (6) the Indian in the classroom; (7) Montana Indian groups; and (8) bibliography of American Indian materials. (FF)

ED 076 302 RC 007 013

Higher Education Evaluation: Student Characteristics and Opinions. Research and Evaluation Report Series No. 20-A.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Report No.—RE-Ser-20-A

Pub Date 15 Jun 73

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, College Students, Counseling Services, Federal Programs, *Higher Education, *Program Evaluation, School Surveys, *Student Characteristics, *Student Opinion, Tables (Data)

Identifiers—BIA, *Bureau of Indian Affairs

The first of a series of evaluations of the Bureau of Indian Affairs (BIA) Higher Education Program, the report focused on the characteristics and opinions of 7,736 American Indian and native Alaskan students who received financial assistance from this program. Demographic data were depicted in graphs which generally related to available counseling services and student problems in college. The major findings indicated that: (1) 77% of the students were in the 18-25 year age group; (2) the educational level of parents was low, although parents were prime motivators for attendance in college; (3) 16% attended BIA high schools; (4) 65% utilized available counseling services; and (5) inadequate preparation for college resulted in poor study habits and a lack of motivation. (HBC)

ED 076 303 24 RC 007 014

Towne, Douglas C. Lee, Cheryl H.

Many Voices Speak. A State-of-the-Art Paper on Curriculum Development for Occupational Education of Indians.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Grant—OEG-0-72-4464

Note—231p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Indians, Curriculum, *Education, Information Sources, Nonreservation American Indians, *Occupations, Participant Involvement, *Policy Formation, Program Descriptions, *Resource Materials, Skills

Identifiers—Northwest Indian Council on Education

The Northwest Regional Educational Laboratory provided technical assistance to the Northwest Indian Council on Education for a study of curriculum development for Indian occupational education. The purpose of the study was twofold: (1) to provide policy suggestions for the consideration of the curriculum center; and (2) to summarize curriculum development and occupational education as it applies to Indians. This report was divided into 6 major sections. The first 3 sections presented a variety of statements which represented the diversity and breadth of the existing knowledge base. An attempt was made to present the many voices of Native Americans for education, curriculum development, and policy participation. Following the "Many Voices Speak" sections, educational programs available to Indians were described. Resources were presented (e.g., literature, organizations, audiovisual) for concerned Indians and non-Indians. Recommendations suggested a series of workshops to review the content of this study. (FF)

ED 076 304 RC 007 015

Block, Karen K. And Others

A Computer Resource for the Elementary School. Progress Report 1971-1972.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date 72

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Elementary Schools, *Individualized Instruction, Mathematics Instruction, Problem Solving, *Small Schools, Spelling Instruction, *Technology, Testing Programs

The appropriate and effective uses of the computer in an individualized school were examined in this project. The project investigated the uses of computers for instructional assistance, including testing, management, tutorial instruction, drill and practice, exploration and discovery, and problem solving; the design of a small computer time-sharing system with a multi-language capability, and the processes underlying developmental work in computer-assisted instruction. A small mobile computer system was used at the Oakleaf Elementary School in Baldwin-Whitehall, Pennsylvania, to test the program components; computer system design; computer-assisted testing; computer-assisted instruction in spelling, mathematics, and problem solving techniques; and computer-assisted management. Plans for 1972-73 were presented for each area, with considerations for determining the computer's potential. (PS)

ED 076 305 95 RC 007 017

Duran, Pat Herrera, Comp. Cabello-Argendona, Roberto, Comp.

The Chicano: A Bibliographic Study.

California Univ., Los Angeles. Chicano Studies Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 73

Grant—OEG-0-72-5199

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Books, *Cultural Background, Doctoral Theses, *Females, Films,

Masters Theses, *Mexican Americans, Newspapers, *Publications, Role Perception
Two hundred and eighty-one Chicana oriented books, documents, papers, articles, theses, dissertations, films, and newspapers published between 1923 and 1972 are listed in this bibliography. The selections pertain to the role of a Chicana in her culture and community, her education, and her socioeconomic background. Some of the selections are annotated. This bibliography is part of an ongoing research project in the Chicano Research Library. The data bases and information sources listed are selected according to their availability and expeditious retrieval. (NQ)

SE

ED 076 306 SE 014 043

Smith, Charlotte Ethel Oliver

The Structure of Intellect Protocol Analysis System: A Technique for the Investigation and Quantification of Problem Solving Processes.

Pub Date 71

Note—132p.; Ed.D. Dissertation, University of Houston

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-7745 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Learning, Learning Theories, Mathematics Education, *Problem Solving, *Research, Science Education

A technique for investigating and quantifying problem solving mediating processes was developed; the question of whether this technique could be used to detect different approaches to problem solving among groups of subjects when measured over a time interval was studied. Results showed that processing modes differed as to professional interest (elementary or secondary education major), quantitative orientation (humanities, mathematics, or science major) and stability over time. Elementary and secondary education mathematics majors were found to be relatively stable as to processing pattern; however, the two groups exhibited different patterns. The technique detected a variety of processing modes and so was judged to be sensitive to differences in problem solving approaches. (Author/DT)

ED 076 307 SE 014 055

Lyons, Kathleen Pauline

A Descriptive Study of Prospective Elementary Teachers' Attitudes Relating to Environmental Problems.

Pub Date 71

Note—110p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-6674 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Behavior Change, Doctoral Theses, *Elementary School Teachers, *Environment, Instructional Programs, *Preservice Education, Research

Identifiers—Research Reports

The purpose of this study was to determine the effectiveness of a positively-oriented instructional program in developing a positive attitude toward environmental problems in selected preservice elementary teachers. In order to more accurately discern factors involved in attitude change the number of subjects was limited to three and a descriptive approach was utilized. It was anticipated that this approach might lead to the generation of hypotheses concerning the alteration of environmental attitudes. Analysis of the test instruments permitted the following conclusions: participation in the program was effective in developing positive environmental attitudes and the subjects displayed a change in or reinforcement of attitude toward specific environmental issues. In addition, it was implied from data collected that (1) environmental materials utilized were effective in producing a positive attitude, (2) active participation aided in the development of a positive attitude, (3) the subjects displayed a greater comprehension of ecological principles, and (4) the students in the subjects' classes were influential in causing at-

titude change. Recommendations derived from the study are also included. (Author/BL)

ED 076 308 SE 014 065

Solid, Myron Lee

The Use of a Comparative Analysis as an Evaluation of a Junior High School Conservation Education Program.

Pub Date 71

Note—157p.; Ph.D. Dissertation, University of Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-3706 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Comparative Analysis, *Conservation Education, Doctoral Theses, Educational Programs, Environment, *Knowledge Level, Models, Natural Resources, Research, *Secondary Grades

Identifiers—Research Reports

This study investigated the existence and magnitude of differences in attitudes and knowledge of conservation of natural resources in two similar Colorado communities where one community had a conservation education program as a part of a school curriculum and the other did not. Ancillary to the investigation was the demonstration of a proposed model of curriculum evaluation. Data collected in the study were utilized in a comparative analysis between the study communities and among groups within the communities, aimed toward an assessment of a school curricular conservation education program. The comparative analysis indicated that a community with a conservation education program in its junior high school exhibited more favorable attitudes toward natural resource conservation and knew more about conservation than did the community that had no formal conservation education in its schools. The conservation education program studied was judged effective in promoting awareness of natural resource conservation and transferring knowledge about conservation to youth. A direct relationship between favorable attitudes toward conservation and knowledge about conservation was indicated. (Author/BL)

ED 076 309 SE 014 344

Howell, Dillon Lee

A Study of the Effects of Two Evaluation/Reward Grading Systems on Cognition Performance in College Biology.

Pub Date 71

Note—213p.; Ph.D. Dissertation, University of Missouri - Columbia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-10,619 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, College Science, Doctoral Theses, *Educational Research, *Evaluation, Grading, *Individual Activities, Science Education, *Team Training

Identifiers—Research Reports

Qualitative and quantitative differences in cognitive performance resulting from two different evaluation and reward grading systems were studied among 88 students enrolled in a one-semester "Biological Concepts" course with content from the field of ecology. Students were randomly divided into the experimental and the control groups. One group was assigned to work in teams of four individuals whose grades were partially dependent upon the teammate performance, whereas students in the other group worked as autonomous individuals. Systems approach performance objectives were used to test student achievement at the cognitive levels of knowledge, comprehension, application, and analysis, or a composite of these four levels. Statistical analyses showed the absence of significant differences between the two groups. Independent learners were likely to spend more time in their work, and most students considered evaluation and grading of students as intradependent team members an unfair practice. Since cooperative interaction has been assumed to represent an evolutionary step beyond competition, the author concluded that the present evaluation schemes provided insufficient incentive to induce students to persist in productive team effort. (Author/CC)

ED 076 310 SE 014 345

Kwasnaza, Miriam Goodwin

Piaget's Developmental Stage Theory as Evidenced in Classroom Interaction.

Pub Date 71

Note—223p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-16,088 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Doctoral Theses, *Learning Theories, Research, *Science Education, Social Studies

Identifiers—Piaget, Research Reports

The purpose was to determine whether children in classrooms would manifest cognitive behavior described by Piaget for their developmental stage. First, fourth, and eighth grade classes were selected as representative of Piaget's preoperational, concrete, and formal stages respectively. Twelve classes at each grade level (six social studies and six science) were taped during discussion-type lessons, with a total of 90 minutes of tapescript per class and teacher. The analysis of data confirmed the existence of qualitatively different cognitive behavior for the three developmental stages. (Author/DT)

ED 076 311 SE 014 347

Fuhrmann, Earl Fred Albert

Understanding and Support of Science on the Part of Clergy, Seminarians, and Youth of the Lutheran Church-Missouri Synod.

Pub Date 71

Note—136p.; Ed.D. Dissertation, University of Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-17,259 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Beliefs, *Curriculum, Doctoral Theses, Educational Research, *Religious Cultural Groups, Religious Factors, *Science Education, *Scientific Enterprise, Teaching Methods

Identifiers—Research Reports

Reported is a study of the understanding and support of science for sample groups of the Lutheran Church-Missouri Synod ministers, seminarians, and high school seniors. Catalogs of Synodical schools were examined to determine changes in science requirements from 1925-30 to 1968. Science teachers were surveyed to ascertain course improvements attempts, course organization, and teaching methods. The Test On Understanding Science, the Schwirian Science Support (TRI-S Scale), and a questionnaire were used to gather data. It was concluded: (1) The number of required high school science units had remained at two since 1925-30; (2) College science requirements were six semester hours in 1925-30 and 14-17 hours in 1968; (3) The inquiry approach was adopted by about one-half of the science instructors; (4) No difference in the understanding of the nature of science existed between groups of ministers with a conservative and a liberal theological viewpoint; (5) Science was supported to a greater degree by seminarians than by youth; (6) Ministers under 45 years of age understood better the nature of science; and (7) The clergy did not view scientific reasoning, findings, and theories as undermining religious beliefs. [Previously copyrighted material not microfilmed at the request of author.] (Author/CC)

ED 076 312 SE 014 348

Lowing, Lawrence Francis, Jr.

Expressed Needs and Interests as a Basis of Sex Education for Ninth Grade Students.

Pub Date 71

Note—341p.; H.S.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-16,679 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, Doctoral Theses, *Grade 9, *Individual Needs, Interests, *Opinions, Research, Secondary School Students, *Sex Education

Identifiers—Research Reports

An attempt was made in this study to determine the expressed opinions of ninth grade students as to their needs and interests in selected sex education concepts. Furthermore, an attempt was made to compare those needs with the needs of ninth grade students as expressed by their parents and by physicians, clergy, principals, health instructors, counselors, and high school seniors. The study was conducted within the Monroe County Community School Corporation, Indiana; its purpose was to assist in developing guidelines for curriculum development in a sex education unit of a health education course. Findings indicated that venereal diseases was the topic most needed for ninth graders, while dating was the least needed topic. Also, ninth graders felt stronger about including the topics social sexual issues and feelings in a sex education unit than did adults. Conclusions drawn from the investigation note there was a similarity between the expressed needs and interest of ninth graders as to which sex education topics should be learned in school while there was least agreement with the opinions of counselors. Recommendations derived from the study are included. (Author/BL)

ED 076 313 SE 014 356

Slaker, Gretchen Paula
Creativity of Adults in Light of Piagetian Theory.

Pub Date 72
Note—137p.; Ph.D. Dissertation, Case Western Reserve University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-18,739 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Creativity, *Doctoral Theses, *Learning Theories, *Research, *Thought Processes

Identifiers—Piagetian Research, Research Reports

The relationship between creativity and egocentric thought was studied by testing 90 adult women with the Torrance Tests of Creative Thinking and with a Piagetian instrument. Positive correlations were obtained between egocentric thought and verbal originality, verbal flexibility, figural originality, and figural elaboration on both instruments. (Author/DT)

ED 076 314 SE 014 361

Metcalf, Zubie West, Jr.
An Analysis of Interests and Needs in Biology Concepts Associated with Health.

Pub Date 72
Note—133p.; Ed.D. Dissertation, State University of New York at Buffalo
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-18,636 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Biology, *Comparative Analysis, *Doctoral Theses, *Fundamental Concepts, *Health Needs, *Inner City, *Interests, *Research, *Secondary School Students

Identifiers—Research Reports

This study provides information to those concerned with the planning, teaching, and evaluation of health courses in inner city high schools. The objectives of the study were to: (1) determine biology concepts associated with health, (2) develop an instrument that would reveal the rank of interests that inner city high school students have in biology concepts associated with health, and (3) develop an instrument that would reveal the rank of needs that inner city high school students have in biology concepts associated with health. Statistical analysis of the data indicated various degrees of disagreement among subgroups on what was felt to be of greatest interest and needed in biology. However, agreement was determined in some major categories: health hazards, developing and maintaining a healthy body, and disorders and diseases of the body. Most all subgroups considered solving problems in health to be of least interest and need. It was recommended that individuals and groups who are concerned about the quality of health courses in the inner city high schools should request authors of health textbooks and writers of health syllabi to provide adequate materials in these categories. (Author/BL)

ED 076 315

Preseisen, Barbara Zemboch

Piaget's Conception of Structure: Implications for Curriculum.

Pub Date 72
Note—225p.; Ed.D. Dissertation, Temple University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,206 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Doctoral Theses, *Educational Psychology, *Learning Theories, *Research

Identifiers—Piaget (Jean), Research Reports

The purpose was to analyze the intellectual roots of the curriculum revolution of the 1960's from the viewpoint of structure as developed in Piaget's cognitive psychology. The study contains an extensive review of the literature related to this topic. Structure as a problem of psychological organization, the contributions of various psychological theorists, and the uses of structure in curriculum theorizing were investigated. The implications for curriculum were noted in both the theoretical and the developmental dimensions. (Author/DT)

ED 076 316

Stone, Gwen Ellen Gibbs

Three Approaches to Assessing the Conservation of Weight Concept.

Pub Date 72
Note—129p.; Ph.D. Dissertation, Iowa State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,003 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Conservation (Concept), *Doctoral Theses, *Elementary School Mathematics, *Learning Theories, *Mathematics Education, *Research

Identifiers—Piagetian Research, Research Reports

The purpose was to investigate the influence of variations in conservation form and perceptual modality on the expressed level of understanding of the conservation of weight concept, and to determine if these variations result in significantly different observed rates of concept development. Sampling included 225 children, five to twelve years old; each was asked to respond to three conservation of weight test situations: equivalence, identity, and kinesthetic. Results showed that performance scores received in the conservation approach tests requiring the use of the visual modality were significantly higher than the performance scores received in the kinesthetic conservation approach test requiring use of the kinesthetic modality. There were no significant differences between the levels of understanding expressed in the equivalence and identity conservation approach tests at any of the age levels tested. (Author/DT)

ED 076 317

Blackwell, James Toy, Jr.

The Effects of a Self-Directed Drug Abuse Education Program on Attitudes of College Students.

Pub Date 72
Note—141p.; Ed.D. Dissertation, Auburn University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-19,033 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, *College Students, *Doctoral Theses, *Drug Abuse, *Drug Education, *Educational Programs, *Interaction Process Analysis, *Multimedia Instruction, *Opinions, *Research, *Self Directed Groups

Identifiers—Research Reports

The major purpose of this study was to determine if significant differences in attitude change toward eight drug abuse concepts would be generated among college students when taught a drug abuse education program with the use of self-directed multi-media learning activities. The subjects' opinions and evaluation of the self-directed education program were also assessed. The study involved two classes for in-training teachers offered at Auburn University, Georgia,

SE 014 373

during the Summer quarter, 1971. An experimental class of 36 subjects was taught using self-directed multi-media learning activities while the control class of 25 subjects was taught using conventional procedures. Significant differences between means as analyzed by a Two-way Analysis of Variance Test revealed that change in attitudes occurred in the experimental group taught with the self-directed multi-media method that did not occur in the control group taught with the conventional method. An analysis of an opinion questionnaire revealed a favorable reaction by students toward the use of the self-directed drug abuse education program (Author/BL)

ED 076 318

Rockhill, Ronald Henry

The Science and Science Education Backgrounds and Science Attitudes of Young Teachers in Elementary Schools Operated by Congregations of the Lutheran Church-Missouri Synod.

Pub Date 72
Note—262p.; Ed.D. Dissertation, Columbia University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-19,526 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Evaluation, *Doctoral Theses, *Educational Research, *Elementary School Teachers, *Principals, *Religious Factors, *Science Education, *Scientific Attitudes, *Teacher Background, *Teacher Education

Identifiers—Research Reports

Reported is a survey of science and science education backgrounds and science attitudes for a sample of Lutheran elementary school principals and young teachers for use as guides for further improvement of the Synodical college system, especially in teacher preparation. Synodical college catalogs were used to examine curricular patterns and requirements. Questionnaires were developed to determine information about the backgrounds and science teaching problems. A model of the nature of science by Kimball was adopted to analyze science attitudes. It was concluded: (1) Curricular patterns required by teacher colleges compared favorably with current higher education practices; (2) Science offerings at junior colleges were very diverse, and some were in need of strengthening; (3) Both principals and teachers rated the content background favorably with the highest in biological science and the lowest in astronomy-space science; (4) No significant differences in content ratings were found among graduates of various terminal colleges; (5) Synodical college graduates gave poorer ratings to science education except for those of the Synodical College at St. Paul, Minnesota; (6) No significant differences existed among teacher subgroups with respect to their attitudes toward science. (Author/CC)

ED 076 319

Kraemer, Ruth Ahmshus

The Effects of the Cluster Plan on Mathematics and Science Students' Achievement Scores in the Oklahoma City Public Schools, 1970-1971.

Pub Date 72
Note—93p.; Ed.D. Dissertation, The University of Oklahoma
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,137 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, *Doctoral Theses, *Mathematics Education, *Research, *School Integration, *Science Education, *Secondary School Mathematics, *Secondary School Science

Identifiers—Research Reports

As a means of implementing court desegregation orders, students were bused within two clusters of four schools each. The achievement of advanced mathematics and science students within the clusters was compared to those not in a cluster school. Pretest and posttest scores on the Advanced Metropolitan High School Mathematics and Science Tests were used for 330 students. There was no significant difference among pretest scores of the cluster and non-cluster groups, but there was a significant difference between the gain scores in favor of the cluster students. The most notable gain was in science concept scores of cluster students. (Author/DT)

ED 076 320

SE 014 617

Dorsey, Albert H. H.

A Survey Study of the Comparative Status of Understanding and Reasoning in Conservation Concepts by Ninth Grade Students in the Public Schools of South Carolina.

Pub Date 72

Note—135p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,643 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Conservation Education, Doctoral Theses, Fundamental Concepts, *Grade 9, *Knowledge Level, Natural Resources, Research, *Surveys

Identifiers—Research Reports, South Carolina

The problem under consideration in this study was to determine the status of understanding and reasoning in conservation concepts and principles as demonstrated by grade nine students in the public schools of South Carolina. Forty-eight schools were chosen to allow for comparisons of schools from three locations—urban, suburban, and rural; two school sizes—over 650 and under 650 enrollment; and two conditions of race predominance in enrollment—black or white. Analysis of the findings indicated that significant differences did exist. Comparisons showed no significant differences between urban and suburban schools, but both urban and suburban scored significantly higher than rural. With few exceptions, large schools scored slightly higher than small schools; subjects from predominantly black schools scored lower than subjects from predominantly white schools; and males scored generally higher than females. It was concluded that students' understanding and reasoning in concepts and principles of conservation do differ when related to school location, school size, race predominance in school enrollment and sex of subjects. It was further concluded that adequate programs and instructional methods should be developed not only to account for these specific differences but to provide an opportunity for increased emphasis upon economic, sociological and human aspects of conservation. (Author/BL)

ED 076 321

SE 014 619

Lewis, William Roedolph

The Influence of Age, Sex, and School Size Upon the Development of Formal Operational Thought.

Pub Date 72

Note—78p.; Ed.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,443 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Developmental Tasks, Doctoral Theses, Learning, *Learning Theories, *Research, Thought Processes

Identifiers—Research Reports

School size, age and sex of students as related to scores on the six Piagetian Developmental Thought Processes Tasks were investigated. Five hundred seventy-four students from seventh through twelfth grades were randomly selected from 25 different schools classified as small, medium, or large. Data were treated through factorial analysis of variance and the Scheffe technique. Findings showed that school size, age and sex of respondent influenced the development of attainment of formal operational thought, with the age variable being the most significant influence and the school size, the least. Boys did better than girls on the tasks. Smaller school size was more influential on the less complicated tasks and larger schools were influential on the more complicated tasks. (Author/DT)

ED 076 322

SE 014 622

Harris, Woodfin Grady, Jr.

A Comparison of Student Performance in a College Engineering Course Between Two Lecture Methods: A Taped Recording and a Printed Transcription.

Pub Date 71

Note—97p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

(Order No. 72-21,885 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, College Science, *Comparative Analysis, Doctoral Theses, *Engineering Education, Instruction, *Phonotape Recordings, Student Attitudes, Teaching Procedures, *Tutoring

Identifiers—Research Reports

The audio-tutorial approach to the teaching of a college engineering science course was studied, using 104 subjects to determine its effectiveness in comparison with the instruction completed by using printed transcripts of the same material. Class and lab lectures were normally presented through the use of taped recordings and a set of lecture notes in this course. Three selected lectures were transcribed verbatim onto printed pages. Subjects were ranked according to cumulative grade-point averages and divided into pairs. One subject in each pair was randomly assigned to either the control group or to the experimental group which received printed transcript lectures. Three objective tests, a retention test covering all three lectures, and an attitude questionnaire were used to secure student scores. Statistical analyses showed that no significant differences were found between the experimental and control groups. High grade-point students of the control group slightly favored taped recordings while low grade-point students of the experimental group slightly favored the printed transcripts. An integration of the printed transcripts, lecture notes, and taped recordings appeared preferable. (Author/CC)

ED 076 323

SE 014 626

Graves, Avis J. Ruthven

The Attainment of Conservation of Mass, Weight, and Volume in Minimally Educated Adults.

Pub Date 71

Note—80p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-21,067 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Adult Learning, *Cognitive Development, *Conservation (Concept), Doctoral Theses, *Learning Theories, *Mathematics Education, Research

Identifiers—Piagetian Research, Research Reports

The purpose was to determine whether different levels of education, race, and sex affect the degree of conservation of mass, weight, and volume attained by minimally educated adults. Subjects were 30 white and 30 black females and 30 white and 30 black males enrolled in Adult Basic Education classes, with 40 subjects each at grade levels 0-3, 4-6, and 7-8. Each was questioned individually. Findings showed that level of education and race had little effect on the attainment of conservation of quantity and of weight, but that sex does have a significant effect on the attainment of volume. A total of 78 percent of the subjects conserved mass, 67 percent conserved weight, and only 24 percent conserved volume. (Author/DT)

ED 076 324

SE 014 632

Kochevar, Robert Eder

A Comparative Study of Filmstrip Utilization with Educable Mentally Handicapped Students.

Pub Date 72

Note—95p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,410 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Instruction, *Comparative Analysis, Doctoral Theses, *Educable Mentally Handicapped, Filmstrips, First Aid, Health Education, *Junior High School Students, Research, *Teaching Methods

Identifiers—Research Reports

The primary purpose of this study was to determine the relative effectiveness of three methods of utilizing a filmstrip in teaching first aid to educable mentally handicapped students. The three methods used were: Method A—filmstrip, discussion, demonstration, filmstrip; Method B—filmstrip, filmstrip, discussion, demonstration; Method C—discussion, filmstrip, demonstration, filmstrip versus Method D (control)—discussion,

demonstration. Criterion instruments used were a first aid subject matter test, and a practical first aid psychomotor knowledge and skills test. The experiment was carried out at six Denver, Colorado junior high schools during the spring semester, 1970 with 218 students. Based on the findings, it was concluded that teaching educable mentally handicapped students with the aid of a filmstrip results in significant learning. Methods A and B, using a filmstrip to introduce a unit, together with repeating the filmstrip immediately were the best methods of utilizing a filmstrip when attempting to teach educable mentally handicapped students. There is a significant difference in learning when educable mentally handicapped students are evaluated on the basis of actual cognitive knowledge gained versus written expression when retention is a criterion as measured by the evaluative instruments utilized in this study. (Author/BL)

ED 076 325

SE 014 643

Oines, Ronald K.

The Comparative Effectiveness of Individually Prescribed Instruction and the Lecture Demonstration Method to Achieve Behavioral Objectives for a Descriptive Astronomy Course.

Pub Date 71

Note—164p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-21,960 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Astronomy, Behavioral Objectives, College Science, *Comparative Analysis, *Demonstrations (Educational), Doctoral Theses, *Lecture, Science Education, *Self Help Programs, Teaching Procedures

Identifiers—Research Reports

A self-paced individually prescribed instruction system at the introductory level of astronomy was studied, using 118 students to illustrate its effectiveness in comparison with a lecture-demonstration method. Seventeen terminal behavioral objectives served as the basis for the self-paced system. Subjects were divided into two sections, each receiving a specific instructional mode. Pretests and posttests were constructed on the basis of terminal objectives and used to measure student's gains in knowledge and changes in attitudes toward astronomy. Nine separate organismic variables were also selected to examine their effects on knowledge acquisition. Statistical analyses of results obtained significantly favored the self-paced instruction system. Students in both groups who had had one or more college science or mathematics courses showed a greater gain than did others. None of the other eight organismic variables had marked effects on the knowledge gained. Changes in attitude were comparable between the two groups. (Author/CC)

ED 076 326

SE 014 754

Education in Taiwan Province.

Taiwan Provincial Dept. of Education.

Pub Date Jan 71

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chinese Culture, *Comparative Education, Education, *Educational Facilities, Educational Programs, *International Programs, Program Descriptions, Student Enrollment

Identifiers—*Taiwan

A general description of all aspects of the Taiwan educational system is given in this booklet. The aims of Chinese education are stated, reforms are discussed, and the school system is described. Data on the number of schools, student enrollment at each level, and educational finances are provided. For an updating of the statistics, see SE 014 755. (DT)

ED 076 327

SE 014 755

Education in Taiwan Province, Republic of China.

Taiwan Provincial Dept. of Education.

Pub Date Jan 72

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chinese Culture, *Comparative Education, Education, *Educational Facilities, Educational Programs, *International Programs, Program Descriptions, Student Enrollment

Identifiers—*Taiwan

This booklet gives a general description of all aspects of the educational system in Taiwan. The aims of Chinese education are stated, reforms are discussed, and the school system is described. Data on the number of schools, student enrollment at each level, and educational finances are provided. This pamphlet is an updating of the statistics given in the January, 1971 publication (SE 014 754). (DT)

ED 076 328 SE 014 873

Mice and Men Environmental Balance, Parts Three and Four of an Integrated Science Sequence, Student Guide, 1970 Edition.

Portland Project Committee, Oreg.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—275p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Biological Sciences, Conceptual Schemes, Curriculum Guides, *Environmental Education, Genetics, Instructional Materials, *Integrated Curriculum, Science Course Improvement Project, Science Education, *Secondary School Science, *Unified Studies Programs

Identifiers—Portland Project

This student guide is divided into two sections: "Mice and Men" and "Environmental Balance," and constitutes parts three and four of the first year of the Portland Project, a three-year, integrated high school science curriculum. Part One of the guide deals with topics such as cell, reproduction, embryology, genetics, genetic diseases, genetics and change, populations, effects of density on populations, ecosystems, and communities. Part Two deals with related topics. After studying about ecosystems in general terms, the emphasis is shifted to studying about the harmful effects of human activity in upsetting the balance of ecosystems. Topics include water pollution, air quality, and effects of air pollution. A separate chapter is entitled "Where Do We Go From Here?" In both the parts, laboratory exercises are suggested for each topic and space is provided for recording notes. A lengthy list of supplementary materials (films, periodicals, community organizations, other laboratory manuals, and reference materials) is included. (Related documents are ED 064 093 - ED 064 097.) (PS)

ED 076 329 SE 014 942

Belfield, W. Dearden, M.

A Practical Course in Biology.

Pub Date 71

Note—175p.

Available from—Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, N.Y. 10523 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Biology, *Curriculum, Curriculum Development, Curriculum Guides, *Instructional Materials, Laboratory Experiments, *Science Activities, Science Education, *Secondary School Science

This book presents an experimental approach to the teaching of biology in secondary schools. Starting with a unit on microscopy, the study centers on animals. The two particular examples taken are those of the rat and the rabbit. A number of experiments have been suggested on nutrition, circulation, respiration, sweat, excretion, skin, regulation of water balance, reflex actions, and muscular control of posture. The animal study is followed by the study of anatomy and processes in plants. Brief chapters are devoted to the topics of cell properties, growth and differentiation, ecology, genetics and evolution. In the last two chapters culturing techniques and dissection procedures, along with other practical techniques, are described. Instruction on the use of statistical procedures in interpreting biological data is provided with simple examples. (PS)

ED 076 330 SE 014 947

Kormondy, Edward J.

Commission on Undergraduate Education in the Biological Sciences News, CUEBS, 1963-1972: Its History and Final Report.

Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.

Pub Date 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, *College Science,

*Newsletters, *Reports, Resource Materials,

*Science Education, Undergraduate Study

Identifiers—CUEBS

This publication of the Commission on Undergraduate Education in the Biological Sciences contains the final report of activities of the Commission during the years 1963-1972. The Commission was established to narrow the gap between current biological research and undergraduate biology teaching. In keeping with this objective, the report is divided into 19 separate topics. These are listed as History and Objectives, The Commission, Executive Office Staff, Budget, Undergraduate Major Curricula, Biology in a Liberal Education, Biology in the Two-Year College, Laboratory in Biology, Instructional Materials and Methods, Evaluation and Testing, Biological Facilities, College Instructional Personnel, Preparation of Biology Teachers, Preprofessional Training for the Medical Sciences, Preprofessional Training for the Agricultural Sciences, Interdisciplinary Cooperation, Conferences, The Consultant Bureau, and Publications. The Commission set up a number of panel groups to study different aspects of undergraduate biology teaching and their major recommendations are listed under separate titles. A list of 35 publications, in addition to two working papers published by the Commission, is included. (PS)

ED 076 331 SE 014 960

Wahl, Milan

South Central Kansas Elementary Math-Science Project - SOCKEMS 71.

Kansas State Dept. of Education, Topeka.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Curriculum Development, *Elementary School Science, *Program Descriptions, Reports, Resource Materials, Science Course Improvement Project, Science Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This publication describes features of the South Central Kansas Elementary Math-Science (SOCKEMS) project developed as a child-centered program, although the actual teaching materials and methods are not described. Materials are presented in such a way that children learn science by using their perceptual ability to great extent. Considerable emphasis is placed on concrete, tangible, observable investigative activities. Inservice teacher workshops to orient teachers with the methods and materials are provided. Evaluation of the program showed considerable student success related to short term and long term achievement and attitudinal changes. This work was prepared under an ESEA Title III contract. (PS)

ED 076 332 SE 014 969

National Clearinghouse for Drug Abuse Information Report Series, Series 23, No. 1.

National Inst. of Mental Health, Rockville, Md.

National Clearinghouse for Drug Abuse Information.

Pub Date Sep 72

Note—35p.

Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, *Drug Abuse, Drug Education, *Educational Programs, Health Education, Intervention, Resource Guides, Services

Ordinarily a compilation of bibliographic references pertaining to drug abuse, this issue of the report series is a National Directory of Hotline Services—a listing of some 500 drug crises intervention programs in the United States. Program names, addresses, phone numbers, and hours of operation are provided in this directory, which is organized alphabetically by state and city. The Directory is not necessarily comprehensive for the nation, and inclusion of programs does not represent endorsement by the National Clearinghouse. Its intention is to serve as a resource in identifying hotlines throughout the country. The Directory was compiled by the National Clearinghouse for Drug Abuse Information,

operated by the National Institute of Mental Health. (LK)

ED 076 333

SE 015 016

Pierce, Harmon Barnett

The Role of Science Division Heads in Regionally Accredited Junior Colleges in the United States.

Pub Date 70

Note—192p.; Ph.D. Dissertation, The University of Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5499 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Department Directors (School), *Doctoral Theses, *Junior Colleges, Science Departments, *Science Education, Surveys

Identifiers—Research Reports

The role of science division heads in regionally accredited public and private junior colleges was examined in terms of personal data and background; role definition; selection, appointment, and status; general activities and responsibilities; administration; teaching; instructional evaluation; greatest obstacles to effective role fulfillment; and chief satisfactions. Questionnaires returned by 285 junior college science heads were used. Findings showed that, in general, the role of science division head is relatively uniform from region to region in the U.S. and among public and private colleges; that markedly lower salaries were paid to respondents in private schools; and that public junior college science heads spent more time on administrative duties, administered larger budgets, and supervised more teachers than did respondents in private colleges. (Author/DT)

ED 076 334

SE 015 031

Terrell, Cecil Roland

An Analysis of Classroom Objectives Derived From Cognitive Levels of Learning as Inferred From Selected Teacher-Made Tests.

Pub Date 70

Note—125p.; Ed.D. Dissertation, University of Alabama

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-9143 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Measurement, *Doctoral Theses, Evaluation, *Objectives, *Science Education, *Tests

Identifiers—Research Reports

The purpose was to determine levels of cognition in instructional objectives as inferred from test items selected in Language Arts, Natural Science and Social Science teacher-made tests. A random sample of 153 tests used as final examinations was studied (grade level of the tests was unspecified). From these tests 50 percent of 3,291 test items were analyzed according to a scheme based on Bloom's "Taxonomy of Educational Objectives" and on a selected list of action verbs. Results showed a statistically significant difference between levels of cognition occurring for Language Arts, Natural Science, and Social Science test items. A statistically significant difference was found in comparisons between categories within levels of cognition for each of the three selected areas. (Author/DT)

ED 076 335

SE 015 121

Walker, Mary Ann

The Comparative Effects on Two Methods of Automated Instruction, One Visual and One Auditory, in Teaching Selected Problem Solving Behaviors to Two Groups of Sixth Grade Students.

Pub Date 72

Note—179p.; Ph.D. Dissertation, St. Louis University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-24,036 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Aural Stimuli, *Autoinstructional Methods, Critical Thinking, *Doctoral Theses, *Elementary School Science, Grade 6, *Problem Solving, Visual Stimuli

Identifiers—Research Reports

The purpose of this research was to measure the effectiveness of two methods of automated instruction in teaching sixth grade students selected

problem solving behaviors, namely observing, comparing, classifying, interpreting, analyzing, making assumptions, summarizing, and critical thinking. Two treatments (one visual and one auditory) were administered to the two experimental groups in three sessions on three successive days. The control group received no treatment. The cognitive framework for both treatments was based on the theory and research of Raths. The principal instrument used to measure problem solving was the Otis-Lennon Mental Ability Test. All hypotheses offered for testing in this study were supported and resulted in no significant differences in the selected problem solving behaviors of the three groups. (Author/MM)

ED 076 336 SE 015 131

Davis, John Chester, III

Time Conservation: A Comparison of Performance on Piagetian Tasks by Selected Students.

Pub Date 72

Note—104p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-24,268 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Age Differences, *Conservation (Concept), *Doctoral Theses, *Elementary School Students, Research, *Social Studies, *Time

Identifiers—Ethnic Differences

This study investigated the development of time concepts, comparing children of Afro-American and Anglo-American ethnic groups with each other and with results obtained by Piaget. A sample of 120 children aged seven, nine, and eleven years from one school were individually administered four time conservation tests (two on simultaneity and two on order of events). No significant relationships were found between seven, nine and eleven-year-old Afro-American and Anglo-American children in their performance on these four tests. With the exception of one group, all age levels were considered to be nonconservers by the Piaget 75 percent criterion, but conservation appeared to increase with age. (Author/MM)

ED 076 337 SE 015 153

Milburn, Nancy S., Ed.

The Physiology Teacher, Vol. 1 No. 7.

American Physiological Society, Bethesda, Md.

Pub Date Oct 72

Note—16p.

Available from—American Physiological Society, 9650 Rockville Pike, Bethesda, Maryland 20014 (Published Quarterly, Annual Subscription \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Biology, Instructional Films, *Instructional Materials, *Laboratory Experiments, *Physiology, *Resource Materials

This publication of the American Physiological Society provides information about some new classroom experiments and techniques. These are: "Negative Feedback Control in the Blowfly—A Laboratory Exercise," "Demonstration of Various Habitats for Investigating Murine Behavior Patterns," and "Use of Behavioral Objectives and Audio-Visual Tutorial Methods in the Teaching of Physiology." Book reviews are presented, along with the list of free publications available to the subscribers of the newsletter. A list of audiovisual materials is arranged by categories for graduate students, medical students, allied health, and nurses; high school and introductory college; and middle school, elementary and lay audiences. (PS)

ED 076 338 SE 015 167

Gilbert, P. G. S., Ed. Lovegrove, M. N., Ed.

Science Education in Africa.

Pub Date 72

Note—243p.; Report of the Leverhulme Inter-University Conference in Africa (6th, Limbe, Malawi, March 1968)

Available from—Heinemann Educational Books Ltd., 48 Charles Street, London W1X 8AH, England (no price quoted)

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Curriculum, Curriculum Development, *Developing Nations, Educational Objectives, Educational

Sociology, *International Education, Resource Materials, *Science Education, Science Teachers

Identifiers—Africa

The purpose of the conference was to clarify fundamental problems of education in African countries and to evaluate new science curricula for primary and secondary schools. The report is divided into six parts covering a general introduction to the problem, psychological and sociological considerations in respect to pupils, the curriculum, evaluation of science education, and conference discussions and recommendations. The complete texts of papers presented are included. Significant emphasis was placed on defining objectives of science teaching for African students. There was immediate need of resolving problems arising from poor vocabulary of scientific terms in African languages. Research needs were identified in many areas, including communication patterns between parents and children and among children themselves. Recommendations were also made for collaboration with international agencies engaged in curriculum development. (PS)

ED 076 339 SE 015 183

Keyes, David

Measure and Find Out.

Far West Lab. for Educational Research and Development, Berkeley, Calif. Information/Utilization Div.

Pub Date 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Elementary School Science, Instruction, Physical Sciences, *Program Descriptions, *Reports, *Science Education

This publication is the report of the instructional program, "Measure and Find Out, A Quantitative Approach to Science," designed for grades four, five, and six. The basic rationale of the program is not to present any material which a child can not observe, describe, and measure. The report is divided into five parts, each explaining different aspects of this project. These sections are: "Goals and Objectives," "Content and Materials," "Classroom Action," "Implementation: Requirements and Costs," and "Program Development and Evaluation." A short bibliography is provided. (PS)

ED 076 340 SE 015 269

Little, Richard A.

A Taxonomic Approach to Measuring Achievement in Mathematics 223 - Geometry for Elementary Teachers.

Pub Date 71

Note—206p.; Ph.D. Dissertation, Kent State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-15,945 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Geometry, Learning Theories, *Mathematics Education, *Objectives, *Preservice Education, *Research, Taxonomy, Teacher Education

Identifiers—*Blossoms Taxonomy, Research Reports

The purpose was to evaluate the effectiveness of a geometry course for preservice elementary teachers and, at the same time, to validate the assumptions that the arrangement of categories in Bloom's "Taxonomy" is hierarchical and cumulative. Sixty-two preservice elementary education majors took an investigator-constructed achievement test after completing the course, for which the "Taxonomy" was used to model behavioral objectives. Results showed that the hierarchical clustering scheme analysis of the correlations between the Knowledge, Comprehension, Application, and Analysis subtests of the examination supported the stated hierarchy for these four "Taxonomy" levels, but that data related to all six "Taxonomy" levels failed to support the stated hierarchy. (Author/DT)

ED 076 341 SE 015 272

Hopkins, Layne Victor

Toward a Theory of Sequencing: Study 3-2: An Exploration of Transitivity Relationships Formulated From a Set of Piagetian-Derived Operations and Their Implications in Traversing Learning Hierarchies.

Pub Date 71

Note—111p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-13,873 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Curriculum, Doctoral Theses, *Elementary School Mathematics, Instruction, Learning, *Learning Theories, Mathematics Education, *Objectives, *Research

Identifiers—Research Reports

Certain transitivity relationships formulated from reversible operations were examined. Thirty randomly selected fifth grade students received instructional episodes, developed for each identified behavioral objective and its inverse (on unspecified content), presented via the IBM 1500 Instructional Computer System. It was found that students who were able to demonstrate mastery (at the 80 percent level) on one or both of a pair of reversible operations formulated from a given instructional objective and its inverse were not able to demonstrate mastery without explicit instruction on transfer objectives (formulated from a given objective, its inverse, and a selected transitivity relationship). (Author/MS)

ED 076 342 SE 015 274

Sawada, Daijo

Toward a Theory of Sequencing: Study 3-1: Curriculum Hierarchies and the Structure of Intelligence: A Strategy of Organizing Instructional Objectives into Mathematical Systems Employing Basic Piagetian Constructs.

Pub Date 71

Note—150p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-13,926 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Curriculum, Doctoral Theses, Instruction, Learning, *Learning Theories, *Mathematics Education, *Objectives, *Research

Identifiers—Research Reports

The purpose was to develop and implement a strategy for organizing a curriculum into a system having explicit structural mediators of positive transfer from lower- to higher-order objectives. This was cast as a mathematical system, and three axioms were specified so that the system was characterized by composition and reversibility. A set of objectives (on unspecified content) was developed with inverse and transfer objectives. Eleven instructional sequences were presented via the IBM 1500 Instructional Computer System to children (number and level unspecified). Performance on an objective was found to have little relationship to performance on the inverse objective; that is, the pupils did not seem aware of reversibility inherent in the materials, nor of composition objectives. (Author/MS)

ED 076 343 SE 015 282

Sumagaysay, Lourdes Sonza

The Effects of Varying Practice Exercises and Relating Methods of Solution in Mathematics Problem Solving.

Pub Date 70

Note—148p.; Ph.D. Dissertation, University of Toronto

Available from—National Library of Canada, 395 Wellington Street, Ottawa, Ontario K1A 0N4, Canada (Microfilm - \$2.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Instruction, *Mathematics Education, *Problem Solving, *Research

The purpose of the study was to investigate the effects upon achievement of three levels of sequencing in problem type and two methods of presenting problem solutions. Six treatment combinations of the above were randomly assigned to 18 classes in a school system (grade level unspecified). Results showed that the sequencing called Moderately Varied (in which the number of problem types gradually increased from one in the first practice session to three in the last) was found to be the most effective sequence. Moderately Varied combined with Related Method (in which a single sentence model unified all solutions for the three problem types) was shown to be the best combination insofar as learning-retention was considered. (Author/DT)

ED 076 344 SE 015 312

Liebherr, Harold G., Ed. Peterson, Glen E., Ed.
The Teacher and BSCS Special Materials.
 American Inst. of Biological Sciences, Wash-
 ington, D.C.; Biological Sciences Curriculum Study,
 Boulder, Colo.

Report No.—BSCS-SP-4

Pub Date 66

Note—75p.

Available from—ERIC/SMEAC, Ohio State
 University, 400 Lincoln Tower, Columbus,
 Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Biology, Curriculum, Federal Pro-
 grams, Resource Materials, *Science Course
 Improvement Project, *Science Education,
 *Secondary School Science, Student Character-
 istics, Teaching Guides, *Underachievers

Identifiers—Biological Sciences Curriculum Study

This is the fourth publication in the series of
 Biological Sciences Curriculum Study (BSCS)
 Special Materials program with its emphasis on
 preparing teachers for teaching underachievers.
 The publication is divided into eight parts,
 providing adequate background on BSCS materi-
 als and procedures to be used by teachers. In-
 cluded are three chapters discussing character-
 istics of underachievers, suggested instructional
 methods, teaching practices, and administrative
 procedures conducive to providing meaningful
 experiences for these students. Descriptions of
 BSCS "Biological Science: Patterns and
 Processes," designed for underachievers, are
 included in two separate chapters along with sug-
 gested programs for the preparation of teachers.
 A selected bibliography and listing of federal pro-
 grams for support of BSCS Special Materials pro-
 gram are also provided. (PS)

ED 076 345 SE 015 321

Creager, Joan G., Ed.
AIBS Education Division News, Volume 1 Number
6.

American Inst. of Biological Sciences, Wash-
 ington, D.C.

Pub Date Dec 72

Note—16p.

Available from—AIBS Education Division, 3900
 Wisconsin Avenue N.W., Washington, D.C.
 20016 (Subscription Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, College Science, Educa-
 tional Programs, *Environmental Education,
 Instructional Programs, *Newsletters, Question-
 naires, Resource Materials, *Science Education
 Identifiers—American Institute of Biological
 Sciences

This issue of the American Institute of Biologi-
 cal Sciences newsletter provides information
 about some new instructional programs tried out
 at different institutions. These include "Audio-
 Tutorial Innovations at a Small College," "A
 Learning Experience in Water Pollution," and
 "Human Nutrition as a General Education Course
 in Biological Science." A study is reported on the
 process of socializing graduate students into the
 profession of physiology. The behavior styles of
 physiologists are reported as a result of this study
 which reveals that physiologists are task-oriented
 people but often use socio-emotional means with
 other people. A questionnaire is provided for sur-
 veying manpower characteristics of biologists. In-
 formation is also provided about regional oppor-
 tunities for workshops and resource utilization for
 teaching. (PS)

ED 076 346 SE 015 358

Bayton, James A. Chapman, Richard L.
Transformation of Scientists and Engineers Into
Managers.

National Academy of Public Administration,
 Washington, D.C.; National Aeronautics and
 Space Administration, Washington, D.C.

Report No.—NASA-SP-291

Pub Date 72

Note—132p.

Available from—Superintendent of Documents,
 U.S. Government Printing Office, Washington,
 D.C. 20402 (Stock Number 3300-0435 -
 \$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Change, *Job Satisfaction,
 *Managerial Occupations, Personnel Selection,
 Question Answer Interviews, *Scientific Per-
 sonnel, Skill Analysis, Task Analysis
 Identifiers—Research Reports

Critical factors in the phenomenon of
 scientist's and engineer's transition from working
 as specialists to working as supervisors or
 managers were studied among 489 employees of
 the National Aeronautics and Space Administra-
 tion and the National Institutes of Health to
 discover ways of avoiding or overcoming transi-
 tion problems. Bench scientists and engineers,
 scientists and engineers at first and second levels
 of supervision and management, and senior
 scientist-engineer managers were selected into the
 sample population. Management was analyzed in
 three dimensions: the functions or tasks to be
 performed, the skills and abilities used in per-
 forming tasks, and motivation which provided
 positive and negative meaning in transition. An
 interview questionnaire was developed to test
 respondent reaction to categories used in
 management dimensions and to explore their
 views about transition problems. Data resulting
 from 610 interviews showed that the sample
 population accepted such functions in manage-
 ment as reporting, supervising, planning, and
 programs assessment. However, personal skills were
 considered as a source of tension. Three types of
 scientists and engineers were found in motivation
 analyses, and their identification might be used as
 criteria for candidate selection. Major training
 needs were determined to fall in the areas of per-
 sonal skills and of organization processes and
 structures. (CC)

ED 076 347 SE 015 371

Sommer, Richard G.
Guide to Scientific Instruments, 1972-73.

American Association for the Advancement of
 Science, Washington, D.C.

Pub Date 28 Nov 72

Note—334p.

Available from—AAAS, 1515 Massachusetts
 Avenue, N.W., Washington, D.C. 20005
 (\$4.00)

Journal Cit—Science; v178A n4063A Nov 72

Document Not Available from EDRS.

Descriptors—Biology, Chemistry, Engineering,
 *Equipment, *Equipment Manufacturers,
 *Laboratory Equipment, Physics, *Resource
 Materials, *Science Equipment

Included is a list of laboratory instruments and
 equipment and the names and addresses of their
 manufacturers. Names of instruments appear in
 alphabetical order in heavy black type and the
 names of manufacturers of each instrument ap-
 pear below each instrument entry in ordinary
 type. Each instrument is identified by a "category
 number." Unnumbered cross references are pro-
 vided for instruments that can be listed in more
 than one place in the alphabet. Each manufac-
 turer has also been assigned a "manufacturer's
 number." Complete names, addresses, and
 telephone numbers of all manufacturers are given
 in a separate section. Manufacturers are listed in
 alphabetical and numerical order. (Editor/PS)

ED 076 348 SE 015 372

Recommended Curriculum Guide for Ninth Grade
Course in Power and Transportation Technol-
ogy.

Florida State Dept. of Education, Tallahassee.
 Div. of Vocational, Technical and Adult Educa-
 tion.; Florida State Univ., Tallahassee. Dept.
 of Industrial Arts.

Pub Date 72

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Course Content, Course Organi-
 zation, *Curriculum Guides, *Industrial
 Technology, Instructional Materials, *Resource
 Materials, *Secondary Schools, *Technology,
 Transportation

This publication is a curriculum guide for con-
 ducting courses in power and transportation
 technology, and was prepared as a result of a
 Summer 1972 workshop. The courses suggested
 herein are recommended for the ninth grade
 level. Keeping in mind the different amount of
 time available in different institutions for such
 courses, the publication outlines two courses, one
 of which runs for a semester (90 hours) and the
 other for one year (180 hours). Course outlines
 are provided for both of these programs. In each
 section, brief outlines are given first, arranged ac-
 cording to topics and subtopics. Examples are
 given for organizing the materials on these brief
 outlines, and the manner in which these should
 be taught in classrooms. Laboratory activities
 with explanations are suggested as motivational

techniques. A separate and detailed section is in-
 cluded providing information about jobs avail-
 able. For each professional, skilled and unskilled
 job, minimum educational qualifications, job
 descriptions and other related information are
 provided. Information is also provided for equip-
 ment purchase and workshop lay-out plans. (PS)

ED 076 349 SE 015 437

Simons, Eugene M., Ed.
Science Policy Reviews, Volume 5 Number 3.
 Battelle Memorial Inst., Columbus, Ohio.

Pub Date 72

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, En-
 vironment, Literature Reviews, *Policy, *Policy
 Formation, Pollution, *Sciences, *Technology,
 World Affairs

This quarterly publication contains annotated
 bibliographic references screened from a select
 number of some 489 current United States and
 foreign publications on science (including
 technology and engineering) policy, as well as a
 small number of articles. This issue contains 407
 bibliographic citations and four articles. The first
 article, entitled "Technology in the United States:
 The Options Before Us," offers a set of options
 that U. S. policy makers can choose from to
 bring about more effective use of technology for
 the solution of today's problems. The second ar-
 ticle, "Energy R & D Planning," attends to the
 question of whether or not our future energy
 needs can be met. The third, "On the Logistics of
 Talent," stresses the need for the discovery and
 nurture of scientific talent; and lastly, the fourth
 article, "Technology Assessment Act of 1972,
 Conference Report," describes the design of an
 Office of Technology Assessment, as prescribed
 by the Senate and House. A list of publications
 screened for this issue follows. (LK)

ED 076 350 SE 015 459

Biology, Ordinary and Higher Grades, Syllabuses
and Specimen Question Papers.

Scottish Certificate of Education Examination
 Board, Edinburgh.

Pub Date 68

Note—68p.

Available from—John Menzies and Company,
 Ltd., Scotland (no price quoted)

Document Not Available from EDRS.

Descriptors—*Biology, *Conceptual Schemes,
 Curriculum, *Curriculum Guides, Evaluation
 Techniques, Instructional Materials, Science
 Education, *Secondary School Science
 Identifiers—Scotland

Included is the prescribed syllabus in biology
 for the Scottish Certificate of Education. In two
 separate sections, the syllabus topics and
 specimen questions for final examinations are ex-
 plained. This syllabus is intended to present
 biology as knowledge about living organisms
 without making the conventional division
 between plants and animals. Accordingly, the list
 of broad fields of study include "General Variety
 of Living Organisms," "The Cell," "Energy and
 Life," "Processes of Life," "Genetics and Evolu-
 tion," and "Inter-Relationship of Organisms with
 Each Other and with Their Environment." Each
 of these is divided into small units with a descrip-
 tion of concepts included in them. Certain sec-
 tions of the topical outlines are underlined,
 thereby indicating special emphasis for Higher
 Grade students. The section on specimen test
 questions has some tests for Ordinary Grade,
 Higher Grade Paper I and Paper II. The main dif-
 ference among these examinations is a gradual in-
 crease of types of questions from recall of infor-
 mation to engaging deductive reasoning. Both ob-
 jective and essay type questions are included.
 (PS)

ED 076 351 SE 015 460

Chemistry, Ordinary and Higher Grades, Syl-
labuses and Notes.

Scottish Certificate of Education Examination
 Board, Edinburgh.

Pub Date 69

Note—58p.

Available from—John Menzies and Company,
 Ltd., Scotland (no price quoted)

Document Not Available from EDRS.

Descriptors—*Chemistry, *Conceptual Schemes,
 Curriculum, *Curriculum Guides, Instructional
 Materials, Science Education, *Secondary
 School Science
 Identifiers—Scotland

Described is the new syllabus in chemistry for the Scottish Certificate of Education. The main thrust of the syllabus is on presenting chemistry in a conceptual rather than factual form. The relation of observed facts to fundamental principles is emphasized in all the topics included. The two major concepts on which the approach is based are structure and energy. The topics for the study are arranged in three groups to meet the educational goals of non-science majors and students preparing for higher education. There are 19 units included in the syllabus covering physical, inorganic, and organic aspects of chemistry. Explanatory notes to clarify the scope of the topic and suggested practical work are given for each topic included. (PS)

ED 076 352 SE 015 461
Physics, Ordinary and Higher Grades, Syllabuses and Notes.

Scottish Certificate of Education Examination Board, Edinburgh.
Pub Date 69
Note—53p.

Available from—John Menzies and Company, Ltd., Scotland (no price quoted)

Document Not Available from EDRS.

Descriptors—*Conceptual Schemes, Curriculum, *Curriculum Guides, Instructional Materials, *Physics, Science Education, *Secondary School Science

Identifiers—Scotland

The syllabus in physics presented in this publication is prescribed by the educational agency in Scotland for the Scottish Certificate of Education. The syllabus is suited to the needs of students who will study physics in secondary schools for (1) a period of two years only, (2) four years but Ordinary Grade, and (3) four years Higher Grade. An attempt is made in the syllabus to present physics in such a manner that students can develop attitudes of inquiry and a sympathetic understanding of their environment and of science. Units have been identified for three different kinds of students. For each unit, concepts have been identified and explanatory notes and suggested practical activities are included. (PS)

ED 076 353 SE 015 479
Duval, Suzanne M.

American Science Manpower 1970. A Report of the National Register of Scientific and Technical Personnel.

National Science Foundation, Washington, D.C.
Report No.—NSF-71-45

Pub Date 71

Note—266p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 3800-0111 \$2.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Library Materials, *Manpower Utilization, *Reference Materials, *Resource Materials, *Scientific Manpower, Surveys, *Technical Reports

This publication reports on the nation's scientific manpower as of 1970. The report is based on the 1970 National Register of Scientific and Technical Personnel conducted by the National Science Foundation in cooperation with other agencies. There are three parts in the report. A broad perspective of general characteristics, geographical distribution, economic status, employment status and type of employers is provided in Part I. Part II includes specific tables for some of the above-mentioned factors in addition to academic qualifications, level of professional experience and separate data for women. Part III includes appendices. Appendix A contains detailed tables. The technical information regarding survey methodology, coverage, concepts, and definitions, comparisons with data from other sources, and the longitudinal file are included in Appendix B. Appendices C and D provide information about the criteria for inclusion and type of questionnaires used respectively. (Author/PS)

ED 076 354 SE 015 484
Dow, Kwong Lee

Teaching Science in Australian Schools.

Pub Date 71

Note—120p.

Available from—International Scholarly Book Services, P. O. Box 4347, Portland, Oregon 97208 (\$4.00)

Document Not Available from EDRS.

Descriptors—Curriculum, Curriculum Development, *Developed Nations, *Educational Trends, Elementary School Science, *International Education, *Science Education, Secondary School Science, Teacher Education

Identifiers—Australia

Presented is an overview of the science education system in Australian schools at the start of the seventies. There are seven chapters, each dealing with a different aspect of science education. Chapter I, "A Swing from Science?," examines the enrollment trends as related to science subjects in each state of Australia. The author presents data indicating the swing from specialized science subjects to social sciences in Australia is considerable in number. Chapter II, "Changes in Outlook," points out that science educators have come to the realization regarding the interaction of subject matter and teaching methods. Chapters III, IV, and V, entitled "Newer Curriculum Projects," "Teaching Science as Enquiry," and "Australian Science Courses," are devoted to recent efforts resulting in the preparation of new instructional materials. Various efforts supported by the government and professional agencies are underway in the country. These are directed to present science in the form of processes and a way of learning about natural phenomena. The author raises serious arguments about the term "enquiry" and its interpretation by many people. The last two chapters deal with science teacher preparation problems and programs. A selected bibliography is provided. (PS)

ED 076 355 SE 015 496
Science Education K-12, Administrator's Planning Guide.

South Carolina State Dept. of Education, Columbia. Office of General Education.

Pub Date 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, *Curriculum Planning, Elementary School Science, *Science Education, Secondary School Science

Identifiers—South Carolina

The State Department of Education for South Carolina has prepared this publication to help administrators and curriculum planners in selecting and evaluating science instructional materials for use in their schools. The report is divided into three major parts for elementary science (K-5), middle school science (6-8), and high school science (9-12). Under each division, a brief description of rationale for teaching science at that particular age level is given. This is followed by several checklists, for each division separately, to evaluate curriculum materials before or after their selection. These checklists are designed to provide listings of significant points to consider in terms of curriculum materials, role of teacher, role of administrator, physical facilities, and academic offerings. A list of some recommended commercially available curriculum materials is provided for each section. Special attention is given in the high school section on an interdisciplinary approach to curriculum planning. Two separate sections on preparation of science teachers and curriculum development are included, to provide further guidelines to administrators. Bibliographies, conceptual schemes and other useful information are included in appendices. (PS)

ED 076 356 SE 015 499
Kastrinos, William

A Survey of the Teaching of Biology in Secondary Schools.

Educational Testing Service, Princeton, N.J.

Report No.—TDR-69-6

Pub Date May 69

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Curriculum Research, Educational Research, Educational Trends, *Instruction, Instructional Programs, *Learning Activities, *Science Education, *Secondary School Science, Surveys

Identifiers—Biological Sciences Curriculum Study, Research Reports

This publication presents the results of a survey of biology teaching in secondary schools during the 1965-66 academic year. The study, conducted by the Educational Testing Service, in-

volved a sample consisting of approximately 38,000 students who took the College Board achievement tests. The results were tabulated for the Biological Sciences Curriculum Study (BSCS) and non-BSCS students separately. Data revealed that biology students wishing to enter college took courses in chemistry and physics. There appeared to be considerable emphasis on molecular and cellular topics in biology courses. Laboratory experiences appeared to have changed considerably from the conventional dissection approach. Two or more hours of laboratory work per week were assigned in most schools. A large percentage of students took a second course labeled Advanced Biology. Tables of statistical data are provided. Description of design, questionnaires and administration details are included in the appendix. (PS)

ED 076 357 SE 015 507
Asian Expert Seminar on the Development of Science/Mathematics Concepts in Children (Bangkok, May 29 - June 10, 1972). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 72

Note—106p.

Available from—UNIPUB, Inc., P. O. Box 433, New York, New York 10016 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cognitive Processes, *Concept Formation, *Conference Reports, Curriculum Development, *International Education, Learning, Mathematics Education, Science Education

Identifiers—UNESCO

The objectives outlined for the seminar included the identification of learning problems encountered in curriculum projects in Asia and the development of solutions for these in the light of past or future research on concept development. The report is divided into six chapters. Chapter one presents a comprehensive review of literature on the present understanding about learning processes in children. The major portion of this chapter is devoted to the theories of learning as expounded by Piaget. A brief review of other viewpoints is also included. Chapter two deals with the question of diagrammatic representation as it related to the understanding of associated concepts. In chapter three, the implications of psychological theories, mainly Piaget's are considered for curriculum development and teacher education programs. Chapter four presents an overview of curriculum development projects in Asian countries and main problems encountered in these countries. The last two chapters present the conclusions and recommendations reached by the seminar participants regarding future programs for research and materials development. A selected bibliography on concept development is provided. (PS)

ED 076 358 SE 015 511
Drug Abuse Current Awareness System (DACAS), Volume 1 Number 9.

National Inst. of Mental Health, Rockville, Md. National Clearinghouse for Drug Abuse Information.

Report No.—HSM-42-72-60

Pub Date 23 Oct 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Drug Abuse, Health Education, *Higher Education, *Instruction, Reference Materials, *Secondary Education

The Drug Abuse Current Awareness System (DACAS) is a comprehensive biweekly listing of citations of the recent drug abuse literature, derived from scanning the major publications media in the area, including scientific and technical journals, popular magazines, underground newspapers, books, legal journals, and government project reports. The citations are categorized into 21 "Major Subject Areas" as follows: History; Socio-Cultural Aspects; Epidemiology; Law and Public Policy; Etiology; Treatment and Rehabilitation; Psychology and Psychological Effects; Public Information; Drug Education; Community Action; Information Resources; Pharmacology, Chemistry, and Toxicology; Behavior and Physiological Effects; Narcotics; Stimulants; Depressants; Hallucinogens; Cannabis and Derivatives; Volatile Substances; Other Drugs of Abuse; and Literature. Citations

are listed alphabetically by author under each heading with complete bibliographical information. The original articles are not available from the clearinghouse, but may be obtained from local university or medical libraries. A listing of current "Conferences and Seminars" follows. DACAS is distributed by the National Clearinghouse for Drug Abuse Information which is operated by the National Institute of Mental Health. (Author/LK)

ED 076 359 SE 015 518

Mayer, Victor J.
Handbook of Unpublished Evaluation Instruments in Science Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Jan 73

Note—93p; Occasional Paper Series - Science Paper 7

Available from—Ohio State University, Center for Science and Mathematics Education, 248 Arps Hall, Columbus, Ohio 43210 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Attitude Tests, *Educational Testing, *Resource Materials, *Science Education, Student Ability, Student Characteristics, *Test Reliability, Tests, *Test Validity

A brief description of 156 unpublished evaluation instruments constructed mostly between 1964 and 1968 is presented in this handbook to facilitate selection of appropriate test forms by researchers in science education. The instruments are related to all levels of elementary, secondary, and college instruction and classified under the headings: Achievement in Science, Achievement in Processes and Skills of Science, Characteristics and Abilities of Students, Attitudes, Knowledge of the Nature of Science, and Professional Practices. The achievement section is identified with such science areas as: general biology, ecology, zoology, earth science, anthropology, astronomy, geology, chemistry, physics, and general physical science; the professional practices section is divided into instructional activities, beliefs and attitudes, supervisory practices, and teacher expectations of students. Title, factors, format, population, reliability, norms, validation, and reference are entries described in detail for each instrument. Preparation of the second volume to fill in the gap between 1968 and the present is underway. (CC)

ED 076 360 SE 015 557

Science Education Newsletter, Number 20.
British Council, London (England). Science Dept.

Pub Date Dec 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, Environmental Education, *Mathematics, *Newsletters, *Resource Materials, Science Course Improvement Project, *Science Education

Identifiers—British Council, England

The newsletter contains information about the science education activities sponsored by The British Council for the improvement of materials and practices. Areas covered include Science, Mathematics, and General. Background information along with a brief progress report is given for each of the projects described. Engineering and technology projects are described under the title General. A detailed annotated bibliography of science publications of the Council is included. A separate section includes Science Education Abstracts of papers published in journals. Brief reports of international conferences on teaching of mathematics, science, and technology are provided. (PS)

ED 076 361 SE 015 558

Council of Europe News-Letter 5/72.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Education, Curriculum, *Education, Educational Change, Evaluation, *Mathematical Applications, Mathematics Education, *Objectives, Systems Analysis, Technical Mathematics

The creation of the International Institute for Applied Systems Analysis to be located in Austria

and the launching of a project which will list detailed objectives of all technical and vocational curricula (mathematics objectives have been completed) are announced. Other articles written in English discuss student evaluation; pre-school, upper secondary, comprehensive, and higher education; and governmental and international educational organizations. Five articles are written in French. (T)

ED 076 362 SE 015 638

Klyatskin, I.G.

On the Training of Radio and Communications Engineers in the Decades of the Immediate Future.

Air Force Systems Command, Wright-Patterson AFB, Ohio. Foreign Technology Div.

Pub Date 25 Aug 72

Note—9p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD 750 965, HC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Communications, *Curriculum Design, *Curriculum Development, Curriculum Guides, Electronics, *Engineering Education, *Manpower Development, *Professional Training, Radio, Science Education

A list of 11 statements relating to the change in training programs for radio and communications engineers is presented in this article, in preparation for future developments in the field. Semiconductors, decimeter and centimeter radio frequency ranges, and a statistical approach to communications systems are analyzed as the three important achievements of the 1950's - 1960's. New courses such as "Electronic and Quantum UHF Instruments" are discussed in connection with increases in training periods from 4 years and 10 months to 5 years and 10 months and basic concerns of the physics-mathematical aspect of education. Five important trends in 5-10 years are identified: the application of integrated circuits and films, adoption of electronic computers, development of quantum radio electronics, statistical treatment of reception and use of pattern recognition techniques, and equipment construction on the millimeter and sub-millimeter wavelengths. The list is formulated on the basis of such trend analysis to meet the requirements that electronics of the 1970's and 1980's will impose. Further improvements are needed to make the present list feasible. (CC)

ED 076 363 SE 015 666

Sams, W. Earl

A Status Report of Aviation and Aerospace Education in California.

California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.

Pub Date 72

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aerospace Education, *Aviation Technology, Career Education, *Course Descriptions, Curriculum Development, *Educational Programs, *State Surveys, Technical Education

As a replacement to the 1970 version, reports of aviation-aerospace educational programs as of March, 1971, for 67 high schools and 6 community colleges of California, are included in this 1972 status report. Following a statement of the rationale and a discussion of the historical development, detailed descriptions are given for most institutions in connection with their student enrollments, course study, and program activities. The educational programs focus on aeronautical science, career education, industrial arts, interdisciplinary approach, military aerospace science, mechanical vocational education, and pilot and preflight. In some programs, the objectives are to prepare for the Federal Aviation Administration certificates. It is pointed out that an advisory committee is essential in carrying out such a statewide program. An overall list of California community colleges offering aviation education programs is also provided. Included in the appendices are excerpts from Education Code, a description of the aviation education survey, a list of high schools for which liability insurance is provided, and sources of information and assistance. (CC)

ED 076 364 SE 015 667

Snow, C. P.

Public Affairs.

Pub Date 71

Note—224p.

Available from—Charles Scribner's Sons, Shipping and Service Center, Vreeland Avenue, Totowa, New Jersey 07512 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Government (Administrative Body), Political Science, Public Affairs Education, Science Education, Sciences, *Scientific Literacy, *Social Problems, Social Sciences, *Technological Advancement, *World Problems

In this book effects of technological developments on world conditions are discussed on the basis of the author's public statements made between 1959-70. A total of seven pieces is presented under the headings: The Two Cultures and the Scientific Revolution, The Two Cultures: A Second Look, The Case of Leavis and the Serious Case, Science and Government, Appendix to "Science and Government," The Moral Neutrality of Science, and The State of Siege. Analyses are concentrated on such aspects as the gap between the rich and poor countries of the world, educational influences on communication between two cultures, scientists and future-directed societies, the two-faced nature of technology, flood of overpopulation, scientific literacy, closed-politics forms, and political foresight for the next 30 years. The author points out that the educated young all over the West are becoming better prepared for the world's future dangers. (CC)

ED 076 365 SE 015 683

Tisher, R. P., Ed.

Research 1972.

Australian Science Education Research Association.

Pub Date 72

Note—131p.

Available from—University of Queensland, Department of Education, Brisbane, Q 4067, Australia (no price quoted)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, *Educational Research, Educational Researchers, Instructional Materials, International Education, *Learning Theories, *Measurement Instruments, *Research Reviews (Publications), Science Course Improvement Project, *Science Education

Identifiers—Australia

Presented in this monograph are 10 articles read at the Third Annual Conference of the Australian Science Education Research Association which was held in Melbourne in May, 1972. The articles are given under the following headings: A Model for Curriculum Evaluation; The Australian Science Education Project as a Stimulus for Research—A Progress Report of a Study of Teaching Strategies Used with Australian Science Education Project (ASEP) Materials; Some Suggestions for Research Related to ASEP; A Checklist for Analyzing the "Style" of Instructional Materials—A Report Based on Work by S.R. Shepherd; Classroom Interaction: The New Religion; Prior Knowledge—A Source of Negative Factors for Subsequent Learning; Difficulties with Non-technical Vocabulary amongst Junior Secondary School Students: The Words in Science Project; The Development of a Creativity Test; Outline of a Learning Hierarchy Investigation; Basic Skills of Graphical Interpretation; and A Survey of Evaluation Instruments. The first four articles are associated with ASEP materials, the fifth is a review of research, and the remaining deal with antecedent variables, learning theory, graphical methods, and measurements. A biographical sketch is given for each of the authors at the end of the monograph. (A related document is ED 065 325.) (CC)

ED 076 366 SE 015 684

Triezenberg, Henry J., Ed.

Individualized Science - Like It Is.

National Science Teachers Association, Washington, D.C.

Pub Date 72

Note—96p.

Available from—National Science Teachers Association, 1201 16th Street, N.W., Washington, D.C. 20036 (\$3.50, Stock No. 471-14634)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Books, *Educational Objectives, Elementary School Science, *Evaluation Techniques, Individual Differences, *Individualized Instruction, *Individualized Pro-

grams, *Pacing, Science Education, Secondary School Science, Teaching Methods

Seven articles concerning individualized science education are compiled in this publication which begins with a brief introduction to the concept of individual differences. Representative projects on both elementary and secondary school levels are included to illustrate different degrees of structure and styles of individualization. Discussions of the individualized learning approaches are grouped under these headings: Audio-Tutorial Techniques, The Intermediate Science Curriculum Study, Open Learning Environments: The Ultimate Individualization, PACE - Personalized Adventures in Chemical Education, Audio-Tutorial Learning, and Individualizing Your Own Classroom. Emphases are placed on analyses of variables such as learner's selection of direction, sources, paces, and evaluation. Differences between independent and individualized learning are emphasized in an article entitled: "Individuals Learn." Included in the appendices are two bibliographies. One is concerned with research studies related to open humane education and the other with humanistically-oriented education. (CC)

ED 076 367 SE 015 691

Council of Europe Information Bulletin 3/1972. Council of Europe, Strasbourg (France). Documentation Center for Education in Europe. Pub Date Dec 72

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Educational Change, *Higher Education, International Organizations, Organizational Change, *Program Descriptions

Identifiers—*Council of Europe

Educational, cultural, and scientific activities of the Council of Europe are reported in this bulletin. Part I reviews the areas of higher education and research, general and technical education, out-of-school education and cultural development, and educational research and documentation together with a resume of the 22nd session of the Council for Cultural Cooperation. Part II highlights higher education reform and the concept of permanent education. Four lectures presented at the Symposium on Higher Education, held in Vienna, Austria, June-July, 1972, are included: "Development of Higher Education Structures in Europe," "Student Unrest and Student Participation," "Study Reform and Permanent Education," and "Post-School, Recurrent and Higher Education—Proposals for an Overall Reform." The purpose of the Symposium was to study, from the standpoint of political responsibility, problems raised by the organization of higher education in a post-industrial society. In addition, there is a report to the Consultative Assembly (October, 1972) about the Symposium, "Present Trends in Higher Education Reform and Further Prospects With a View to Permanent Education," and a speech by the Secretary General of the Council of Europe, "Towards a European Policy in Higher Education." (BL)

ED 076 368 SE 015 692

Resources, Number 42. Some Highlights of 1972. Resources for the Future, Inc., Washington, D.C. Pub Date Jan 73

Note—20p.

Available from—Resources for the Future, Inc., 1755 Massachusetts Avenue N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Studies, *Current Events, *Environment, *Management, National Programs, *Natural Resources, *State of the Art Reviews

Reported are some significant events of 1972 related to the use and management of natural resources. Topics summarized include federal legislation for environmental quality; specific legislation for water quality; the development of state plans for achieving standards and controls related to air quality; population growth; land use and land policy; timber and forestry activities; natural gas concerns and the importation of liquefied natural gas; grain exports to Russia; international oil agreements; the U.N. Conference on the Human Environment; urban transportation and mass transit funding; technology assessment; bi- and multi-lateral arrangements on environmental matters; and national fishing quotas. (BL)

ED 076 369

Loh, Elwood Lockert

The Effect of Behavioral Objectives on Measures of Learning and Forgetting on High School Algebra.

Pub Date 72

Note—292p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,259 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Algebra, *Behavioral Objectives, Doctoral Theses, *Instruction, Learning, Mathematics Education, *Research, *Retention, *Secondary School Mathematics

Identifiers—Research Reports

The purpose of this study was to investigate the effects of providing behavioral objectives on the learning, forgetting and retention of high school algebra. A sample of 52 algebra I students was randomly divided into two classes, both of which studied a programmed course of instruction written in the framework of a learning hierarchy. The measures of time needed to acquire each behavior in the hierarchy were used to compute indexes and rates of learning. Each class was randomly divided into three sections which were administered retention tests at intervals of 7 days, 14 days, and 15 to 21 days, from which indexes of forgetting, retention, and efficiency and rates of forgetting were calculated. No significant differences in favor of the students who were informed of behavioral objectives were found on any of the dependent variables. (Author/MM)

ED 076 370

Silbaugh, Charlotte Vance

A Study of the Effectiveness of a Multiple-Activities Laboratory in the Teaching of Seventh Grade Mathematics to Inner-City Students.

Pub Date 72

Note—69p.; Ed.D. Dissertation, The George Washington University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-19,733 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Activity Learning, Doctoral Theses, *Laboratories, Mathematics Education, *Research, *Secondary School Mathematics, Urban Education

Identifiers—Research Reports

The purpose of this study was to investigate the effectiveness of a laboratory in the teaching of mathematics. A sample of 980 students in 36 seventh-grade mathematics classes from six District of Columbia inner-city schools was administered the Comprehensive Test of Basic Skills in October and in the following May. Twelve classes attended multiple-activities laboratories twice a week during this period; twelve classes were housed in the same schools but did not attend the laboratories; and twelve classes were in schools with no laboratories. Analysis of covariance, using the October test scores as covariate, showed significant differences between the May test scores of the three groups. It is recommended that all junior high schools should have at least one mathematics laboratory in operation. (Author/MM)

ED 076 371

Johanson, Emma Jane Dixon

A Ninth Grade Piagetian Mathematics Curriculum.

Pub Date 72

Note—206p.; Ph.D. Dissertation, The University of Toledo

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,180 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Activity Learning, Attitudes, *Curriculum, Doctoral Theses, Emotional Development, Grade 9, Instruction, Manipulative Materials, *Mathematics Education, *Research, *Secondary School Mathematics, *Urban Education

Identifiers—Research Reports

A curriculum for a ninth grade class is described with apparatus and experiments which involve active manipulation, through which the

SE 015 702

learner develops concepts and skills. Questions are designed to help the student express himself verbally. The affective development is fostered by game playing, by discussion and by children working in pairs or in small groups. The classroom is in the inner city, the children 95 percent black and of low achievement. Performance is measured by standardized tests of the experimental and control groups. Attitudes toward mathematics are measured by the Prouse Preference Survey and beliefs about internal and external control are measured by the Julian Rotter (I.E.) Scale. The experimenter is present as an aide, during the nine weeks of experimental work. A daily log is kept. The experimental group scores higher in achievement and attitudes than does the control group. [Previously copyrighted material on several pages not microfilmed at request of author. Available for consultation at the University of Toledo Library.] (Author)

ED 076 372

May, Daryle Cline

An Investigation of the Relationship Between Selected Personality Characteristics of Eighth-Grade Students and Their Achievement in Mathematics.

Pub Date 71

Note—89p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-21,080 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, Doctoral Theses, Grade 8, Intelligence, Mathematics Education, *Personality Assessment, Research, *Secondary School Mathematics, *Student Characteristics

Identifiers—Research Reports

The purpose of this study was to investigate the relationship between the sensing and intuitive personality characteristics, as measured by the Myers-Briggs Type Indicator (MBTI), and mathematics achievement in computation, concepts and applications, mathematics attitudes, and intelligence. The 195 eighth-grade students in one junior high school were administered the MBTI, the Stanford Achievement Test, the Dutton Arithmetic Attitude Scale, and the California Test of Mental Maturity. Analysis indicated that the mean score on the three achievement measures and on intelligence was significantly higher for those students classified by the MBTI as sensing than for those classified as intuitive. There was, however, no significant difference on the attitude measure. (Author/MM)

ED 076 373

Troutman, Andria Price

Development of a Specific Cognitive Observation System for the Analysis of Mathematics Teaching.

Pub Date 71

Note—142p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-21,110 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Classroom Observation Techniques, *Cognitive Measurement, Doctoral Theses, Instruction, *Interaction Process Analysis, *Mathematics Education, *Research

Identifiers—Research Reports

The purpose of this study was to translate a general cognitive observation system, the "Florida Taxonomy of Cognitive Behavior," into a system specific to mathematics. Firstly, a group of 20 mathematics educators generated a preliminary Taxonomy. Secondly, this taxonomy was critiqued by a group of 55 mathematics educators while, independently, a group of 10 mathematics teachers tested the usefulness of the taxonomy by using it to classify videotaped mathematics lessons. Thirdly, after revision of the taxonomy, six observers were trained in its use and then classified the mathematical behavior shown in 20 videotaped recordings. Satisfactory inter-judge reliability and observer-criterion validity coefficients were obtained. (Author/MM)

ED 076 374

SE 015 709

Stephenson, Carl Gene

A Comparison of the Postulational Structure of the Synthetic, Transformation and Vector Approaches to Plane Geometry.

Pub Date 72

Note—120p.; Ph.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,114 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Content Analysis, Curriculum, Doctoral Theses, *Geometry, Grade 10, Instruction, Mathematics Education, *Research, *Secondary School Mathematics, *Textbooks, Transformations (Mathematics)

Identifiers—Research Reports, Vectors (Mathematics)

This study compares the postulational approach to tenth grade geometry by three textbooks: one synthetic, one transformational, and one vectorial. The development of incidence, order, distance, separation, congruence, parallelism, and similarity are discussed, and the different approaches illustrated. Special consideration is given to theorems in the transformation and vector approaches that have traditionally been postulated in synthetic geometry. It is found that the synthetic and transformation texts essentially differ only in the presentation of congruence and similarity, whereas the synthetic and vector texts are more noticeably different. Both the transformation and vector approaches emphasize function as a unifying concept, while all three texts hold the teaching of the deductive method as a primary objective. Also included is a section on methods of proof. (Author/MM)

ED 076 375

SE 015 710

Koch, Dale Roy

Concept of Self and Mathematics Achievement.

Pub Date 72

Note—136p.; Ed.D. Dissertation, Auburn University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,622 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Doctoral Theses, *Elementary School Mathematics, Grade 6, Instruction, Mathematics Education, *Research, *Self Concept, Student Characteristics, Teacher Characteristics

Identifiers—Research Reports

This study investigated the relation between student mathematics achievement, student self concept, teacher mathematics competence, and teacher self concept in traditional and individualized classes. A random sample of 602 rural sixth grade students and their 26 teachers were administered the "Tennessee Self Concept Scale," Jensen's "Test of Understandings of the Real Number System," and the "Comprehensive Test of Basic Skills." A significant relation was found between student self concept and mathematics achievement ($r = .25$). Further results are presented and discussed. (Author/MM)

ED 076 376

SE 015 733

Schilling, Guy Von

Test Questions Employed by Science Teachers in Public Junior High and Middle Schools of Louisiana.

Pub Date 72

Note—82p.; Ed.D. Dissertation, The Louisiana State University and Agricultural and Mechanical College

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-28,375 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Measurement, Doctoral Theses, Educational Research, *Evaluation, Grade 8, *Science Tests, *Secondary School Science, Student Testing, *Testing

Identifiers—Blossoms Taxonomy, Research Reports

The study was designed to answer two questions: (1) What cognitive skills are emphasized by written test items constructed by eighth grade science teachers in the public schools of Louisiana? and (2) Are there differences of emphasis on the cognitive skills when comparisons are made among test questions from

those teachers based on the following teacher variables: (a) teaching experience, (b) area of certification, (c) college degree, (d) science teaching experience, and (e) user or non-user of modern science curriculum project? Test questions were obtained from a state-wide random sample of 190 science teachers, and the test items were classified according to the six levels of mental skills presented in Bloom's "Taxonomy of Educational Objectives, Handbook I: Cognitive Domain." The results indicated that teaching experience bore no relationship to the emphasis placed on higher mental skills. The teachers, regardless of their years of teaching experience, college degrees, or years of science teaching experience, asked questions requiring only the skills of recall in 75 to 85 percent of the cases. However, teachers using modern science curriculum projects asked more questions in the comprehension, application, and analysis categories than did teachers using self-designed or local curricula. (Author/JR)

ED 076 377

SE 015 735

Craft, Larry N.

Predictive Factors Associated with Final Grades in a General College Biology Course.

Pub Date 72

Note—119p.; Ph.D. Dissertation, University of Kentucky

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-29,267 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Biology, *College Science, *Doctoral Theses, Evaluation, *Grade Prediction, *Predictive Ability (Testing), Predictive Measurement, Testing

Identifiers—Research Reports

The purpose of this study was to arrive at a criterion for grade prediction for college freshmen enrolling in a non-laboratory biological science course. The independent variables employed (selected on the basis of availability from previous academic performance) were: (1) high school overall grade point average (GPA), (2) high school science grade average, (3) American College Test English standard score, (4) American College Test Natural Science standard score, (5) American College Test Composite standard score, and (6) first college semester overall GPA. All five of the pre-college achieved independent variables were found to be related to the dependent variable (biology grade). The strongest relationships were found between college biology grade and high school GPA and high school science grade average. No significant difference in grade predictability between the sexes was evident. Using a predictive formula derived by the author, it was found that, for the group of students in the sample, biology grades could be predicted (at the 0.05 level of significance) using the multivariate procedures described in the study. (Author/JR)

ED 076 378

SE 015 736

Martin, Bobby Ray

A Study of the Effect of the Blue, Green, and Yellow Versions of BSCS Biology on the Scientific Attitude of Tenth-Grade Students.

Pub Date 72

Note—129p.; Ed.D. Dissertation, The American University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-30,102 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Biology, *Doctoral Theses, Educational Research, *Scientific Attitudes, *Secondary School Science, Sex Differences, Student Attitudes

Identifiers—Biological Sciences Curriculum Study, Research Reports, Scientific Attitude Inventory

This study was designed and conducted to determine the effect of one semester of study of one of the Blue, Green or Yellow Versions of Biological Sciences Curriculum Study (BSCS) biology on the scientific attitude of tenth-grade public school biology students. Twelve biology teachers participated in the study by administering the Scientific Attitude Inventory to 707 students. The results of the investigation indicated that there was no significantly different change in scientific attitude of male and female students

combined, male students only, or female students only among the three versions. Within each of the three versions there was no significantly different change in scientific attitude between male and female students. (Author/JR)

ED 076 379

SE 015 738

Sullivan, Daniel John

An Exploratory Study of Specific Psychomotor Abilities in Selected Secondary Science Laboratory Oriented Classrooms of Detroit, Michigan.

Pub Date 72

Note—241p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-28,494 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, Educational Research, Grade 9, *Laboratory Training, *Psychomotor Skills, *Secondary School Science, Student Ability

Identifiers—General Aptitude Test Battery, Introductory Physical Science, Research Reports

The purpose of this study was to determine if students having a laboratory-oriented science course at the ninth grade level demonstrate a different rate of development of certain psychomotor abilities than do students not having such a course. The three abilities tested for were: (1) motor coordination, (2) manual dexterity, and (3) finger dexterity. The population consisted of 261 junior high school students. All except two control classes were studying Introductory Physical Science. Five psychomotor tests selected from the General Aptitude Test Battery were employed in a test-retest configuration. The results indicated that ninth grade science students do develop the psychomotor abilities of motor coordination and manual dexterity, however, this development did not reach statistical significance. Almost no development of finger dexterity was demonstrated. The author concluded that psychomotor ability evaluation of science students seems unwarranted at the present time, and that present laboratory activities are important only insofar as they reinforce cognitive factors. (Author/JR)

ED 076 380

SE 015 740

Breidenbaugh, Barry Ellis

A Study of the Effects of a Structured Curriculum in Piagetian Type Operations on the Cognitive Coping of Elementary School Children.

Pub Date 72

Note—161p.; Ph.D. Dissertation, Wayne State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-28,405 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, Cognitive Tests, *Doctoral Theses, Educational Research, *Elementary School Curriculum, *Elementary School Science, Science Course Improvement Project, Sex Differences

Identifiers—Piagetian Research, Research Reports, Science Curriculum Improvement Study

The purpose of this study was to investigate the effects of the Material Objects Unit of the Science Curriculum Improvement Study (SCIS) on the cognitive operations and academic achievement of elementary school children. The Material Objects Unit was designed to give experiences and explorations in the mental operations of classification, seriation, reversibility and conservation. The experimental group of 55 subjects was exposed to the Material Objects Unit for a period of 10 weeks while the control group of 52 subjects used a traditional science curriculum and textbook. Data were collected using the Cognitive Operations Test (COT), Concept Development Test (CDT), and Stanford Achievement Test (Arithmetic Computation - Arithmetic Concepts - Science Concepts). The experimental group made significantly higher gains (.01 level) on the COT and Arithmetic Concepts. On the CDT, experimental boys' gains were significantly higher than for control boys and experimental girls. There were no significant differences in gains in Arithmetic Computation and Science Concepts. The Material Objects Unit of SCIS appeared to provide experiences that enhanced concepts of conservation in elementary school children. These effects readily transferred to gains in

arithmetic concepts without any significant difference according to sex. (Author/JR)

ED 076 381 SE 015 758

Lippe, Emmett Wayne
Drug Education Programs in Selected Indiana High Schools.

Pub Date 72
Note—193p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-30,148 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Administrator Role, Doctoral Theses, *Drug Education, Educational Programs, Evaluation Techniques, Inservice Teacher Education, *Research, School Community Programs, School Policy, *Secondary Schools

Identifiers—*Indiana, Research Reports

The purpose of this study was to gather and analyze data concerning the implementation of drug education programs in 14 selected Indiana senior high schools. It focused on several aspects of the drug education programs including the description of the type of program; the determination of need for the program; school policies related to student drug abusers; in-service training programs for teachers; school-community drug programs; evaluation techniques; and the role of the high school principal in planning, implementing, and evaluating drug education programs. Conclusions indicate that most drug education programs are presented as an elective course, taken by a small percentage of students, and not coordinated with other junior high school programs. Teacher preparation is limited and few schools attempt to evaluate their program. (Author/BL)

ED 076 382 SE 015 810

Gullickson, Arlen R.

The Effects of Reward in Large-Scale Data Gathering.

Pub Date Feb 73

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Collection, *Questionnaires, *Research, *Statistical Surveys, *Surveys

The purpose was to test the effectiveness of a \$5.00 incentive on the rate of return of mail questionnaires sent to 353 schools in the United States. The effects of the geographical region and the size of the city in which the sampled schools were located, and the school type (junior high vs. senior high) also were studied. Results showed that a \$5.00 incentive did not produce actual participation from a greater percent of the sample than would be obtained if no incentive were offered, that neither the type of school nor size of city caused a differential participation rate, and that the percent of schools participating in the evaluation and providing incomplete responses varied across geographical regions. Greater actual participation once an agreement to participate had been obtained was found for schools offered the \$5.00 incentive than for those offered no incentive, but the actual gain in data was not large. (DT)

ED 076 383 SE 015 834

SMEAC Newsletter, Mathematics Education, Volume 4, Number 3.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date 72
Note—6p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Curriculum, *Elementary School Mathematics, *Instruction, *Mathematics Education, *Newsletters, Research, *Research Reviews (Publications), Teaching Techniques

Identifiers—ERIC SMEAC

This ERIC/SMEAC Newsletter contains a review of research from 1971 on elementary school mathematics. Research findings on teaching strategies, mathematical sentences,

materials, problem solving, textbooks, and attitudes are among those cited. A list of 39 references is included. (MS)

ED 076 384 SE 015 840

Elementary School Mathematics, A Parents' Guide.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 66
Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, *Elementary School Mathematics, Geometric Concepts, Instruction, Mathematics Education, *Modern Mathematics, Number Concepts

Written to provide some basic information for parents about the New York State Elementary School Mathematics Program, this pamphlet briefly discusses techniques of number operations on the whole numbers, number systems, sets, and geometric concepts. (DT)

ED 076 385 SE 015 845

Edwards, Thomas M. Edwards, Audrey T.

The Effect of Immediate Environment on Children's Tendency to Reflect While Solving Problems.

Pub Date Feb 73

Note—25p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, *Children, Dialogue, *Environmental Influences, *Problem Solving, Reports, Research, *Self Control, Testing

Identifiers—Research Reports

Compared were children's reflective behavior in the classroom to their reflective behavior in individual environments. Examined were three environmental variables in terms of the way each affected reflective behavior in children. The variables are (1) report card grades vs. no grades for performance, (2) individual vs. classroom environment, and (3) dialogue with an adult vs. written test conditions. Results of testing showed that even though children differed in reflectivity within a testing condition, children taking written tests were in general more reflective than children tested under dialogue conditions. It was concluded that it would be unwise for educators or researchers to directly compare problem-solving scores obtained in different test environments. Also, teacher-student dialogue appears to be a particularly difficult environment for children working on complex problems. This rapid communications system apparently serves to discourage children from processing information sufficiently and therefore from solving complex problems. (BL)

ED 076 386 SE 015 846

Annual Report on Activities, Israel Science Teaching Centre 1971-1972.

Amos de Shalit Science Teaching Centre (Israel). Pub Date 73

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Educational Programs, Elementary School Science, *International Education, National Programs, Science Course Improvement Project, *Science Education, Secondary School Science

Identifiers—Israel

This is the annual report of the activities of Israel Science Teaching Centre for 1971-1972. The contents of the report include reports of meetings and activities undertaken in various projects in mathematics, physics, chemistry, biology, agriculture, and the junior school program. Some major activities of different projects include inservice teacher education programs in mathematics and biology, and individualized instruction for junior school programs. Instructional materials have been revised or prepared in chemistry, biology, physics, and for elementary schools. The materials in agriculture have been translated in Arabic language and instruction is based on topics suitable for Israel. A total of 22 units are in different stages of development for kindergarten through grade five. (PS)

ED 076 387 SE 015 852

Higgins, Jon L., Ed.

Research Reporting Sections, National Council of Teachers of Mathematics 51st Annual Meeting, Houston, Texas, April 26-28, 1973.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Apr 73
Note—109p.

Available from—Center for Science and Mathematics Education, The Ohio State University, 244 Arps Hall, Columbus, Ohio 43210 (\$1.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attitudes, Evaluation, Instruction, Learning, Logic, *Mathematics Education, *Research, Teacher Characteristics, Teaching Methods, Test Construction

Identifiers—*Research Reports

This document is a compilation of abstracts of 20 research papers presented at the 51st Annual Meeting of the National Council of Teachers of Mathematics. Six reports concern methods of instruction, eight investigate patterns of learning, three deal with evaluation of attitudes, and three reports cover tests and test construction. (DT)

ED 076 388 SE 015 896

Berger, Emil J., Ed.

Instructional Aids in Mathematics, National Council of Teachers of Mathematics Yearbook 34.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73

Note—442p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$12.00, \$11.00 for NCTM members)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Activity Learning, Audiovisual Aids, Computers, Elementary School Mathematics, *Instruction, Instructional Aids, *Instructional Materials, Laboratory Procedures, Manipulative Materials, *Mathematical Enrichment, *Mathematics Education, Secondary School Mathematics, Teaching Techniques, Textbooks, Yearbooks

Information about available instructional aids, suggestions for selecting and evaluating these materials, and guidance in using them are provided in this yearbook. Chapters cover the use of instructional space; textbooks and other printed materials; programmed instruction and teaching machines; calculating devices and computers; projection devices; manipulative aids; projects, exhibits, games, puzzles, and contests; and the teacher's role. The chapters on computers, manipulative devices, and projects include extensive bibliographies. The appendix lists names and addresses of producers and distributors of instructional aids. (DT)

ED 076 389 SE 015 898

Mowbray, John S., Jr. Seager, G. Bradley, Jr.

Sequencing of Instructional Activities.

Shippensburg State Coll., Pa.

Pub Date Jan 73

Note—11p.; Mathematics and Computer

Preprints Number 15

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Codification, *Elementary School Mathematics, Instruction, *Instructional Materials, *Mathematics Education, Preservice Education, Research Methodology

Identifiers—Research Reports

Details are given of a seven-digit coding system used to analyze instructional materials in elementary school mathematics. Four variables are analyzed: the first four digits of the code identify a mathematical concept or skill; the fifth digit identifies the highest cognitive level expected of the student in completing the task; the sixth digit identifies the stage of mastery at which the pupil is expected to perform; and the seventh digit of the code gives the mode of pupil response. Lists of numbers keyed to specified cognitive verbs, stages of mastery, and modes of response are included in this document. An experiment in which pre-service mathematics education majors used this system to code instructional materials is briefly described. (DT)

ED 076 390 SE 015 899

Wilson, John W.

An Epistemologically Based System for Classifying Research and the Role of Clinical Intervention Research in That System.

Pub Date Feb 73

Note—30p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Classification, *Clinical Diagnosis, *Mathematics Education, *Research, Research Criteria, Research Design, *Research Methodology

In Part I of this paper certain epistemological considerations are reviewed as a source of suggestions on bases that might be used in classifying research, and the problem of validity of knowledge is discussed. In Part II the attempt to apply these bases and the attempts to answer the particular questions concerning clinical intervention are reported; generative research, confirmative research, and analytic-synthetic research are defined and discussed; and postulates of science and of clinical intervention are analyzed. (DT)

ED 076 391 SE 015 900

Milner, Stuart

The Effects of Computer Programming on Performance in Mathematics.

Pub Date Feb 73

Note—41p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Computer Programs, *Elementary School Mathematics, Grade 5, *Instruction, Mathematics Education, Problem Solving, *Research

The purpose was to investigate the effects of computer programming on performance in mathematics. The LOGO programming language was taught to 18 fifth graders. A pretest-posttest design was employed to determine whether the mathematical concept of variable could be learned through computer programming; a non-computer group of 20 fifth graders was used as a control group. Results indicated that the notion of variable could be learned through computer programming. In addition, three instructional methods for teaching programming were studied. The methods—algorithm-given, incomplete-complete program, no information given—were considered in terms of performance in writing programs. Findings showed that although instructional method may facilitate the learning of programming, there were no significant differences in the criterion situation. Results also showed that there was no effect due to ability (Stanford Achievement Test scores) in the criterion situation. Observation results indicated that the students developed certain problem-solving behaviors and that programming is an effective learning resource in terms of affective considerations. (Author/DT)

ED 076 392 SE 015 901

Fennema, Elizabeth

Mathematics Learning and the Sexes: A Review.

Pub Date Feb 73

Note—24p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Learning, *Mathematics Education, *Research, Research Reviews (Publications), *Sex Differences, State of the Art Reviews, Student Characteristics

The purpose of this paper was to explore the literature to see what differences, if any, exist between the sexes in mathematics achievement from pre-school through high school levels. Thirty-three studies were reported. Findings showed that there were no significant differences between boys' and girls' mathematics achievement in pre-school or early elementary years. In upper elementary and early high school years, significant differences were not always apparent; however, when significant differences did appear they were more apt to be in the boys' favor when the higher-level cognitive tasks were being measured and in the girls' favor when lower-level cognitive tasks were measured. No conclusions were reached concerning high school learners. Six questions were raised concerning the relationship between sex differences and mathematics achievement. (DT)

ED 076 393 SE 015 902

Webb, Leland F. And Others

Attainment of Mathematical Concepts by Preservice Elementary School Teachers.

Pub Date Feb 73

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

Available from—ERIC/SMEAC, 400 Lincoln Tower, 1800 Cannon Drive, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Elementary School Teachers, Mathematical Concepts, *Mathematics Education, Number Concepts, *Preservice Education, *Program Evaluation, *Research, Teacher Education

Identifiers—Research Reports

In evaluating the two-course sequence in mathematics for prospective elementary teachers at the University of Texas in Austin, a study was included to determine whether there was a significant gain in knowledge of selected recommended mathematical content by students completing the course. A 46-item multiple choice test was developed and used as a pretest and posttest; items covered sets, numbers and numeration, number systems, number theory, and a miscellaneous category. Data were collected from 285 students in the first course of the sequence and 130 students in the second course. Results showed that the second course group exhibited statistically significant gains on the total test score and on each of the subscales. A total gain of about 1 1/2 standard deviations was shown for the two courses as a whole. (Not available due to marginal legibility of original document.) (DT)

ED 076 394 SE 015 903

Webb, Leland F. Sherrill, James M.

The Effects of Differing Presentations of Mathematical Word Problems Upon the Achievement of Preservice Elementary Teachers.

Pub Date Feb 73

Note—12p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

Available from—ERIC/SMEAC, 400 Lincoln Tower, 1800 Cannon Drive, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Diagrams, *Elementary School Mathematics, *Instruction, *Mathematics Education, Preservice Education, *Problem Solving, *Research

The purpose was to ascertain the effects of three different presentations of mathematical word problems on the problem solving ability of 80 preservice elementary school teachers. Three forms of a test of ten word problems were given, all with a multiple-choice selection of answers; one form included accurate pictorial representations of items, the second had no drawings, and the third had inaccurate drawings. The test directions included a statement warning students of possible inaccurate drawings. Results showed that the group receiving accurately drawn pictures performed a significantly better than either of the other groups, and a significant difference favoring the "no pictures" group over the "inaccurate pictures" group. [Not available due to marginal legibility of original document.] (DT)

ED 076 395 SE 015 925

The World Around You. Environmental Education Packet.

Garden Club of America, New York, N.Y.

Pub Date 72

Note—33p.; Miscellaneous Leaflets

Available from—Garden Club of America, 598 Madison Avenue, New York, New York 10022

Document Not Available from EDRS.

Descriptors—*Elementary Grades, *Environmental Education, *Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, *Pamphlets, Study Guides

The Garden Club of America has compiled this environmental education packet of informational materials to help teachers educate their students for survival. The "Study Guide" contains essays by ten authorities on topics of population, soil, air, water, power and energy, solid waste management, open space, public lands, oceans, and wildlife. Each is followed by a set of questions for student research and discussion. Other leaflets in the packet are "Ecology for Urban Children" enumerating possible activities in an urban area; "Water Pollution, Our No-Win War," an analysis of water pollution problems; "How to Grow a Garden;" "Our National Park System," a description and listing of National Parks, Monuments,

Seashores and Lakeshores, Recreation Areas, Scenic Rivers, Wildlife Refuges, and Scenic Trails; "Berried Treasure for Your Birds" describing plantings needed for food, shelter, and water; "What Do You Mean—Birdlife Appetites?" showing pictures of birds as well as other common animals and insects; "Doing is Fun," activities for winter, spring, summer, and autumn; and "Recommended Sources for Further Information" listing books, organizations, and films. (BL)

ED 076 396

SE 015 928

Bargar, Martha

International Demographic Data Director. A Computerized Information Retrieval System for Demographic and Family Planning Data.

Pub Date Dec 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Bases, *Demography, *Family Planning, Geographic Regions, Information Retrieval, Information Storage, *Information Systems, Reference Materials, Subject Index Terms, *World Affairs

Announced in this booklet is the availability of the International Demographic Data Directory (IDDD). The IDDD is designed to expedite the retrieval of demographic and family planning statistics for use by administrators, planners, and researchers. This guide describes the computerized system indicating the geographic scope of the data, subject coverage, the sources from which data are acquired, the manner in which information is disseminated, and how one can acquire information from the system. Detailed listings are provided in two areas, geographic and subject. The geographic listing covers major areas of the world, component regions, countries, major subdivisions of countries such as states or provinces, the urban and rural parts of these areas and, where data are available, metropolitan areas, cities, towns, and villages. Subject coverage consists of 11 major subjects with their first, second, and third level component variables. These are economic characteristics; economic indicators; education; family planning activities; fertility; health facilities, personnel, and services; households; marital status, nuptiality, and marital dissolution; migration; mortality; and population. Appended material shows sample printouts from the remote computer terminal. Order forms or request sheets for query service are also included. (BL)

ED 076 397

SE 015 935

Financial Distress Study Report.

National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date Dec 71

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cost Effectiveness, *Dental Schools, *Financial Needs, *Health Education, Health Services, Manpower Needs, *Medical Schools, *Universities

This report, undertaken by the Secretary of the Department of Health, Education, and Welfare, Elliott Richardson, seeks to establish the need for emergency financial assistance to medical and dental schools, and includes recommendations for appropriate administrative and legislative action. The directive to undertake the study was a provision of the "Health Training Improvement Act of 1970," P.L. 91-519, approved on November 2, 1970. The intent of this Act was to illuminate and eventually alleviate the acute financial crises which threatened the survival of medical and dental schools. The document is organized into eight sections: Introduction; Overview of the "University Health Science Center;" Federal Programs and Problems Resulting Therefrom as Viewed from the Perspective of the Health Science Center; A Thumbnail Sketch of Schools Receiving Special Project Grant Awards Based on Financial Distress; Cost Allocation Studies, Their Background, Methodology and Interpretation; Dealing with the Cost of Medical and Dental Education in the Aggregate; The Impact of Pending Legislation; and Conclusions and Recommendations. In summary, the crux of the problem appears to be the need for "...adequate reimbursement...for each major health science center output - education, research, and patient service..." and that this "...should be the cardinal principle of public and private reimbursement policies." (LK)

ED 076 398 SE 015 936
Current Literature in Family Planning, Number 54.

Planned Parenthood—World Population, New York, N.Y. Katherine Dexter McCormick Library.

Pub Date Feb 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Books, *Contraception, *Demography, Environmental Influences, Family Life, *Family Planning, Marriage, Periodicals, Population Trends, *Reference Materials

As a monthly classified review of literature, this annotated bibliography offers a selection of books and articles recently received by the Katharine Dexter McCormick Library relative to family planning in the United States. Divided into two parts, the first contains book reviews from a variety of sources. They cover the subjects fund raising, human reproduction and medicine, genetics, history of the birth control movement, ethnic communities, population-environment, marriage counseling, and sexual behavior. The second part consists of a list of annotated articles selected from the 175 scientific and professional journals received by the Library. Major topics in this issue are birth control, family planning, marriage and family life, and education. All items, books and articles are marked with the Library's Family Planning Classification number. A form for ordering copies of articles is included. (BL)

ED 076 399 SE 015 937

Kelly, Brian, Ed.

Keep It Clean. A Manual for the Preservation of the Cottage Environment.

Toronto Univ. (Ontario).

Pub Date 73

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Action Programs (Community), Consumer Education, *Environment, Home Management, *Manuals, Pollution, Preservation, Problems, *Quality Control, Real Estate, *Rural Development

Sewage disposal systems, water pollution, overdevelopment, and the involvement of cottage associations are highlighted in this manual for cottagers or summer vacation homeowners. Its aim is to both inform and involve the cottage owner in the protection and preservation of his vacation environment. By reviewing a variety of problems peculiar to the development of vacation areas and homesites, an attempt is made to translate environmental principles into action toward concrete changes in legislation, economic priorities, and consumer habits. The problems and possible solutions are treated in eight sections: (1) the septic tank and tile field system, (2) other methods of sewage treatment, (3) purification of water for drinking purposes, (4) solid waste disposal, (5) pesticides, (6) boating, (7) eutrophication of a lake, and (8) development. A five-phase Self-help Guide in the final section offers investigations and actions cottage associations may undertake to protect the vacation environment. These include: education and individual correction, government pressure, water quality surveys, sanitary surveys, and community standards enforcement. A chart of government departments and functions, list of information sources, glossary of terms, index, and form letters are appended. (BL)

ED 076 400 SE 015 938

Schultz, Theodore J. McMahon, Nancy M.

Noise Assessment Guidelines.

Department of Housing and Urban Development, Washington, D.C.

Report No.—BBN-2176; H-1498

Pub Date Aug 71

Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25 Stock Number 2300-1194)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acoustical Environment, Environmental Influences, Evaluation, *Guidelines, *Housing, Instructional Materials, Manuals, Screening Tests, *Site Analysis

Identifiers—*Noise Pollution Control

The Department of Housing and Urban Development (HUD), in its efforts to provide decent housing and a suitable living environment, is concerned with noise as a major source of en-

vironmental pollution. To this end, these guidelines are presented to provide site screening techniques. The procedures described have been developed so that people without technical training will be able to assess the exposure of a housing site to present and future noise conditions. Assessment is designed as an evaluation of the site's exposure to three major sources of noise—aircraft, roadways, and railways. Information needed to make the assessment is listed at the beginning of each section under headings which indicate the most likely source from which to obtain the information. Evaluation of the site exposure is given in terms of acceptability categories: clearly acceptable, normally acceptable, normally unacceptable, and clearly unacceptable. Final evaluation is determined according to the least favorable category found for any of the individual source evaluations. A fourth, optional evaluation technique, a Walk-Away Test, is described as useful when previous evaluations leave doubt as to the site's acceptability. Additional items included in these guidelines are evaluation worksheets and charts for calculating data. (BL)

ED 076 401 SE 015 940

Cooperative College-School Science Program, 1973 Directory. Joint Efforts of School Systems and Colleges to Improve Science and Mathematics in the Schools.

National Science Foundation, Washington, D.C.

Report No.—E-73-P-23

Pub Date 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Higher Education, Inservice Teacher Education, *Mathematics Education, *Program Descriptions, *Science Education, *Teacher Education

Identifiers—*National Science Foundation

This directory discusses the purpose, organization, and funding of Cooperative College-Science projects. Brief descriptions of the 81 projects for 1973-74 are given; information on location, time, number and level of teachers attending, purpose, and director are provided for each project. (DT)

ED 076 402 SE 015 950

Boyer, Lee E. And Others

Properties of Numeration Systems. Mathematics Series No. 1.

Pennsylvania State Dept. of Public Instruction, Harrisburg.

Pub Date 62

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, *Elementary School Mathematics, Instruction, Mathematics Education, Modern Mathematics, *Number Concepts, Number Systems, *Teaching Guides, Whole Numbers

This publication is part of a series of guides written by Pennsylvania's Department of Public Instruction and is designed to present some of the unifying concepts in mathematics to elementary teachers. This pamphlet discusses the commutative, associative, and closure properties for addition and multiplication of whole numbers, and the distributive property. Numeration systems, including decimal and non-decimal systems, are briefly described. Short exercise sets are included for each section, along with an answer key. (Related documents are SE 015 951 and SE 015 952.) (DT)

ED 076 403 SE 015 951

Alferi, Charles And Others

Teaching Combinations with the Abacus. Mathematics Series No. 6.

Pennsylvania State Dept. of Public Instruction, Harrisburg.

Pub Date 66

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Curriculum, *Elementary School Mathematics, *Instruction, Instructional Aids, *Manipulative Materials, Mathematics Education, *Number Concepts, Numbers, *Teaching Guides, Whole Numbers

A list of materials needed and step-by-step directions for constructing an abacus are given. Instructions are provided which tell how to use the abacus in teaching number combinations and in working addition, multiplication, subtraction, and division problems. (Related documents are SE 015 950 and SE 015 952.) (DT)

ED 076 404 SE 015 952

Boyer, Lee E. And Others

Teaching Fractions with the Number Line. Mathematics Series No. 2.

Pennsylvania State Dept. of Public Instruction, Harrisburg.

Pub Date 62

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Elementary School Mathematics, *Fractions, *Instruction, Mathematics Education, Number Concepts, *Teaching Guides

Identifiers—*Number Line

This booklet explains in detail how a number line can be used to demonstrate adding, subtracting, multiplying, and dividing fractions. The fractions $5/7$ and $2/3$ are first used as examples for each operation, then results are generalized to operations on a/b and c/d . (Related documents are SE 015 950 and SE 015 951.) (DT)

ED 076 405 SE 015 959

Goettee, Margaret D. And Others

Evaluation of the Project for Developing an Experiential Curriculum in Environmental Education, 1971-72.

Atlanta Public Schools, Ga.

Pub Date Aug 72

Note—39p.; Research and Development Report, Volume 6, Number 5, August, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environmental Education, Environmental Research, Experimental Programs, *Independent Study, Interdisciplinary Approach, Learning Processes, *Projects, Reports, *Secondary Grades

Identifiers—Atlanta, Georgia

This report presents an evaluation of a project undertaken by the Atlanta, Georgia Public Schools which provided tenth, eleventh, and twelfth-grade students with an alternative to the traditional classroom process of learning. By using a multidisciplinary approach to environmental studies, the students were to study independently, conduct productive research, and communicate the results of their studies to elementary and/or secondary students and adults of the community. An additional goal was to give students not only an awareness of natural, urban, and social environmental problems of the Atlanta area and the nation, but also the knowledge and ability to seek solutions to the problems. The report reviews in detail the project goals, objectives, critical variables, participants, management and control operations, the student process or involvement, and evaluation which was conducted. Conclusions and recommendations are also provided. (BL)

ED 076 406 SE 015 961

Atkinson, Gordon Heikinen, Henry

Reactions and Reason, An Introductory Chemistry Module. [Student's Text and Teacher's Guide.]

Pub Date 73

Note—236p.

Available from—Harper and Row, Keystone Industrial Park, Scranton, Pennsylvania 18512 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Chemistry, Conceptual Schemes, Curriculum, *Curriculum Development, *Instructional Materials, Laboratory Experiments, Science Education, *Secondary School Science, Teaching Guides

Identifiers—Interdisciplinary Approaches to Chemistry

Described are the student's text and teacher's guide of the first module for secondary schools prepared for the Interdisciplinary Approaches to Chemistry (IAC) project. The main approach to teaching is to present chemistry as a dynamic field of knowledge concerning phenomena in the daily life of every individual. This module, the first in a series of seven, provides experiences about the basic concepts, skills, and processes used in the chemical study of objects. The concepts described in the module are: mixture and pure substances, chemical and physical properties, formulas, equations and nomenclature, elements and compounds, mole concept and stoichiometry, solutions, state of matter, energy and kinetic molecular theory, reactions, atomic structure, bonding, and molecular shapes. Laboratory experiments, problems, and other exercises are integrated in the student's text. The

teacher's guide contains a description of objectives for each chapter. These objectives are broken down into concept-centered, attitude-centered, and skill-centered objectives. Detailed and helpful hints are provided for each chapter. Optional activities and other supplementary instructions are provided where appropriate. The teacher's guide also contains a sample of evaluation questions which go beyond recall of facts. (PS)

ED 076 407 SE 015 978

Hardgrove, Clarence Ethel Miller, Herbert F. Mathematics Library, Elementary and Junior High School. Second Edition. National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73

Note—77p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (no price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Booklists, *Elementary School Mathematics, *Instruction, Instructional Materials, *Mathematical Enrichment, Mathematics Education, Secondary School Mathematics

This annotated bibliography suggests a selection of books that provide sources of information and recreational reading. It is divided into sections for primary, intermediate, and junior high school levels. Most of the books suggested for primary children are those from the general literature that give special attention to mathematical ideas; books listed for intermediate and junior high students are devoted to science and mathematics and related topics. A directory of publishers is provided. A related document is SE 016 104. (See ED 034 677 for an earlier edition of this publication.) (Author/DT)

ED 076 408 SE 015 979

Torrance, E. Paul Dyadic Interaction in Creative Thinking and Problem Solving.

Pub Date Feb 73

Note—6p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Development, *Creative Thinking, *Creativity, Group Discussion, *Group Experience, Interaction, *Literature Reviews, *Problem Solving, Student Ability

The author reviews the research conducted on dyadic interaction and its role in the development of creative thinking and problem solving. Earlier research has shown that children at a certain stage prefer to work alone rather than with other children. However, empirical data have shown on the whole that dyadic interactions result in better performance on creativity tests and other similar measures. There seems to be an egocentricism present in a child which gradually disappears, partially or fully, as the child grows older. Age studies have shown this transition period to be around six years old. Creative abilities and problem solving abilities are shown to increase when mild degrees of stresses are introduced in a situation. The author points out that dyadic interaction does not always function. In one study, dyads showed considerably less group cohesiveness on ego-involving problems. (PS)

ED 076 409 SE 015 989

Stapp, William B. The Challenge of Environmental Education.

Pub Date Jul 72

Note—13p.; Paper presented at the State Environmental Education Conference, Lansing, Michigan, July 26, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizen Participation, *Educational Needs, *Environmental Education, *Fundamental Concepts, Literacy, Master Plans, Speeches, State Action, *State Programs

Identifiers—Michigan

The third wave of conservation—a movement directed at improving the quality of our total environment and developing an environmentally literate, responsive, and responsible citizenry—is highlighted in this speech, serving as the basis and need for developing environmental education programs. Identifying and developing educational

programs that focus on the causes of the environmental crisis, rather than just the symptoms, is advocated. The task is to help every citizen, young and old, gain an awareness, understanding, and concern for the environment and its associated problems. Every institution in our society must be involved in environmental education. The responsibility does not rest merely with the schools and government; it must be shared by business, industry, labor, mass media, churches, and youth, citizens, and professional organizations. To assist in this process, basic concepts that undergrid and support the philosophy of spaceship earth are explained together with the means of achieving knowledge, skill, commitment, and motivation in working toward solutions of current and projected problems. Particular note is made of Michigan's activities in preparing a State Environmental Education Plan. Objectives, citizen input, and planning procedures are delineated and desirable, future actions recommended. (BL)

ED 076 410 SE 015 990

Certificate of Sixth Year Studies, Chemistry.

Scottish Education Dept., Edinburgh.

Pub Date [73]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chemistry, *Instruction, Instructional Materials, *Laboratory Experiments, Resource Materials, Science Education, *Secondary School Science, *Teaching Guides

Identifiers—Scotland

The publication presents outlines of some of the difficult experiments suggested in the chemistry syllabus for the Certificate of Sixth Year Studies in Scotland. The experiments included in the publication form a small part of the total experiments suggested in the syllabus. Simple experiments, the details of which are available in textbooks, are not included. The outlines of experiments presented are the results of pilot work conducted in selected schools. A total of 34 experiments are described. (PS)

ED 076 411 SE 015 992

Suppes, Patrick

Facts and Fantasies of Education.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Report No.—TR-193

Pub Date 18 Oct 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Education, *Educational Theories, Elementary School Mathematics, Instruction, Mathematical Models, *Mathematics Education, Reading, *Research, *Research Methodology

The relevance of research to educational ideas is discussed in this paper. General ways of organizing education in matters of theory, policy, or practice, and methodology are the "fantasies" analyzed; the need for research to produce the evidence that will convert these fantasies to fact is emphasized. A research example from elementary mathematics is briefly discussed, with technical details included in the appendix. (DT)

ED 076 412 SE 016 011

Stapp, William B.

Materials, Ideas, and Questions to Serve as a Basis for Preparing a Position Paper Regarding the Development and Implementation of Instructional Programs in Environmental Education (K-12).

Office of Education (DHEW), Washington, D.C.

Office of Environmental Education.

Pub Date 6 Mar 73

Note—37p.; First Draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Educational Programs, *Educational Strategies, Elementary Grades, *Environmental Education, Instructional Design, *Models, Program Development, Secondary Grades

The philosophy, major constraints, and strategy for curriculum development and implementation of a K-12 environmental education program are reviewed in this draft. Its purpose is to draw together some basic ideas and pertinent questions from leading educators, the literature, and successful environmental education programs, in an effort to provide a focus and point of departure in clarifying a comprehensive philosophy of environmental education and in applying the result-

ing concepts to the development of educational programs. Major emphasis is placed on strategy as a means of overcoming the indicated constraints. An 8-phase plan is offered. It involves reviewing literature regarding the theories of learning and instruction; creating an environmental education committee to develop, implement, and evaluate the program and facilitate communication; establishing goals and subgoals, objectives, curriculum organization, and the curriculum or instructional model; encouraging a comprehensive inservice teacher education program; and developing an instrument to evaluate the effectiveness of the environmental education program. Ideas for overcoming constraints and developing a reinforcing environment are also explored. (BL)

ED 076 413 SE 016 016

[Multidisciplinary Environmental Experiences, K-12.]

Alaska State Dept. of Education, Juneau.; Kenai Peninsula Borough School District, Soldotna, Alaska.

Pub Date [73]

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Secondary Grades, *Teaching Guides

Identifiers—Alaska

A variety of environmental education activities, created by Alaskan teachers who have participated in the State Department of Education's Environmental Education Community Workshops, is presented in this compilation. The curriculum plans, environmental experiences, and simulation games for elementary and secondary levels are developed in outline form for simplified use. Where appropriate, they state title of the activity, author, grade level, goals, concepts, behavioral objectives, activity design and implementation, and teaching procedure. Materials required to conduct the experience are noted when necessary. The plans/experiences/games are multidisciplinary, covering a wide range of environmental topics. (BL)

ED 076 414 SE 016 057

Bright, George W.

Geometric Problem Solving Abilities of Children in the Primary Grades.

Pub Date Apr 73

Note—27p.; Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Houston, Texas, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Mathematics, *Geometric Concepts, Instruction, Learning, Mathematics Education, Problem Solving, *Research

Identifiers—Research Reports

The problem investigated was the analysis of a complex figure by identifying simpler figures embedded in it. The primary goal was to determine the level of sophistication of analysis employed by children in the primary grades; a secondary goal was to determine if students could be led to expand their analyses. Drawings and problems were prepared by the experimenter. Fifteen students were randomly selected from seven-to-ten year old summer school students; average age was 8.1 years. Each student was interviewed individually. Results showed that subjects almost universally failed to identify overlapping figures, that the subjects seemed to employ search techniques and that these techniques were most frequently used by older students, that there was a lack of statistical relationship between age and problem solving ability, and that limited instruction was somewhat effective. (DT)

ED 076 415 SE 016 059

Automated Instructional Management Systems

(AIMS) Version III, System Manual.

New York Inst. of Tech., Old Westbury.

Spans Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Programs, *Computer Science, Instruction, *Instructional Media, Instructional

Technology, Management Information Systems, Mathematics Education, Programed Materials Identifiers—*Automated Instructional Management System

This document sets forth the procedures necessary to understand and utilize the internal characteristics of the Automated Instructional Management System (AIMS), a computer-based system for the management of educational processes. In this manual, overall design concepts governing the development of AIMS are specified; and overview of its capabilities is given; and details of the AIMS operational phases, system structure, and program structure are provided. Flowcharts, control decks, card layouts, and tables of file structures are included in the appendices. For related documents in this series, see SE 016 060 through SE 016 064. (DT)

ED 076 416 SE 016 060

Automated Instructional Management Systems (AIMS) Version III, Users Manual.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Science, Instruction, *Instructional Media, Instructional Technology, Management Information Systems, Mathematics Education, Programed Materials

Identifiers—*Automated Instructional Management System

This document sets forth the procedures necessary to utilize and understand the operating characteristics of the Automated Instructional Management System - Version III, a computer-based system for management of educational processes. Directions for initialization, including internal and user files; system and operational input requirements; processing; master file initialization; and report generation are given in detail. Appendices include examples of control/utility decks, card and form layouts, error messages, and output report formats. For other documents in this series, see SE 016 059 through SE 016 064. (DT)

ED 076 417 SE 016 061

Automated Instructional Management Systems (AIMS) Version III, Operator's Guide.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, *Computer Programs, *Computer Science, Instruction, *Instructional Media, Instructional Technology, Management Information Systems, Mathematics Education, Programed Materials

Identifiers—*Automated Instructional Management System

This manual gives the instructions necessary to understand and operate the Automated Instructional Management System (AIMS), utilizing IBM System 360, Model 30/Release 20 Disk Operating System, and the OpScan 100 System Reader and Tape Unit. It covers the AIMS III system initialization, system and operational input, requirements, master response file initialization, and report generation. Appendices include examples of job control statements, error messages, control decks, card and form layouts, post run procedure, and output listings and report formats. For other documents in this series, see SE 016 059 through SE 016 064. (DT)

ED 076 418 SE 016 062

O'Dierno, Ernest N.

Automated Instructional Management Systems (AIMS) Version III, Program Logic Manual, Volume 1. Source Statement Flowcharts.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—333p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Computer Assisted Instruction, *Computer Programs, *Computer Science, Instruction, *Instructional Media, Instructional Technology, Management Information Systems, Mathematics Education, Programed Materials

Identifiers—*Automated Instructional Management System

This manual for the Automated Instructional Management System - Version III includes source statement flowcharts for the system input control program and 12 system input subprograms, the operational input control program and 7 subprograms, and the output report generator and 19 subprograms. For related documents, see SE 016 059 through SE 016 064. (DT)

ED 076 419 SE 016 063

Automated Instructional Management Systems (AIMS) Version III, Program Logic Manual, Volume 2. Source Statement Listings.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, *Computer Programs, *Computer Science, Instruction, *Instructional Media, Instructional Technology, Management Information Systems, Mathematics Education, *Programed Materials

Identifiers—*Automated Instructional Management System

This second program logic manual for the Automated Instructional Management System - Version III contains source statement listings for 23 programs of the system. For related materials, see SE 016 059 through SE 016 064. (DT)

ED 076 420 SE 016 064

Automated Instructional Management Systems (AIMS) Version III, Source Programs.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—1p; 800-bpi tape

Available from—ERIC/SMEAC, Ohio State

University, 400 Lincoln Tower, Columbus,

Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Programs, *Computer Science, Instruction, *Instructional Media, *Magnetic Tapes, Management Information Systems, Mathematics Education, Programed Materials

Identifiers—*Automated Instructional Management System

This is a 1200 foot, nine-track, 800 bpi tape (tape no. 228) containing the AIMS III System Source Statements. The tape does not have a tape label and the records are unblocked with a physical record length of 80 bytes; they are entirely in EBCDIC character format. This tape can be accessed using any of the pertinent IBM utility programs (tape to card, tape to printer, tape to tape). The tape has all of the source statements, FORTRAN IV (F) and ASSEMBLER (F), plus all the job control statements required to execute a job stream. This job stream will compile, link edit, and catalog into the core image library on an IBM DOS computer with the minimum of 50K problem program area. For related documents, see SE 016 059 through SE 016 063. (Author/DT)

ED 076 421 SE 016 069

Higgins, Jon L., Ed.

Investigations in Mathematics Education, Volume 6 Number 1.

Ohio State Univ., Columbus. Center for Science

and Mathematics Education.

Pub Date 73

Note—73p.

Available from—Ohio State University, Center

for Science and Mathematics Education, 248

Arps Hall, Columbus, Ohio 43210 (Subscription

\$6.00 year, \$1.75 single copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Attitudes, Elementary

School Mathematics, *Evaluation, *Instruction,

*Learning, *Mathematics Education, Research,

*Research Reviews (Publications), Secondary

School Mathematics

Expanded abstracts and critical analyses are given for each of 13 research articles. Six articles are concerned with evaluating methods of instruction, four deal with evaluation of student achievement and attitudes, one is concerned with test construction, and three articles investigate patterns of learning and learning hierarchies. (DT)

ED 076 422 SE 016 092

Linzell, Dinah, Comp.

Bibliography of Family Planning and Population,

Volume 1 Number 3.

Simon Population Trust, Cambridge (England).

Pub Date Nov 72

Note—128p.

Available from—Simon Population Trust, 141

Newmarket Road, Cambridge CB5 8HA, Eng-

land (Subscription \$18.00 per volume of 6 is-

ssues, \$3.00 single issue)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, Books, *Contraception, Demography, *Family Planning, Indexes (Locators), Periodicals, *Population Trends, Reference Materials, Reproduction (Biology), Research, *World Literature

Compiled from the world's research literature,

this bi-monthly classified list of references on

population and family planning emphasizes

recently published material, primarily journal

literature. Topics covered include: population and

fertility; reproductive behaviour; the family; edu-

cation in population, family planning, and sex;

family planning—general; oral and injectable con-

traceptives; intrauterine devices; male steriliza-

tion; female sterilization; abortion; and other

methods of fertility control. Indexes are designed

for locating items by author, subject, and geo-

graphic region (World, United Nations, Africa,

America, Asia, Europe, and Oceania). Notes

about the physical arrangement of entries, com-

ponent parts, cross-referencing, and how to use

the bibliography are included. (BL)

ED 076 423 SE 016 096

Peterson, John C. Hancock, Robert R.

Developing Mathematical Materials for Student's

Cognitive Style.

Pub Date Feb 73

Note—34p.; Paper presented at the annual meet-

ing of the American Educational Research As-

sociation, New Orleans, Louisiana, February

1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Mathematics, Curriculum,

*Instruction, Instructional Materials, Learning,

*Learning Characteristics, Learning Theories,

*Mathematics Education, *Research, Student

Characteristics, Topology

Identifiers—Research Reports

Efforts to create instructional materials which

would be cognitively appealing to students

demonstrating aptitude for figurally, verbally, or

symbolically oriented materials are described.

Students enrolled in preservice freshman level

mathematics content courses for prospective ele-

mentary school teachers were given a battery of

tests designed to measure their figural, semantic

(verbal), and symbolic aptitudes; they then stud-

ied a short unit on network tracing that sup-

posedly was written in the figural, verbal, or sym-

bolic mode. Criterion variables were scores on

tests of immediate retention, retention after one

week, and retention after four weeks. Analysis

showed that students with high figural aptitude

did significantly better on the figural lesson than

did students with low figural aptitudes. High ver-

bal and high symbolic subjects did not perform

significantly higher on the figural lesson than did

low verbal and low symbolic students respective-

ly. There were corresponding results for the ver-

bal lesson. No definitive results were derived

from the symbolic lesson. (Author/DT)

ED 076 424 SE 016 097

Beattie, Ian D. And Others

The Relationship of Achievement and Attitudes

Towards Mathematics in the Elementary

School: A Longitudinal Study.

Pub Date Feb 73

Note—15p.; Paper presented at the annual meet-

ing of the American Educational Research As-

sociation, New Orleans, Louisiana, February

1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Attitudes, *Elemen-

tary School Mathematics, Longitudinal Studies,

Mathematics Education, *Research, Sex Differences
Identifiers—Research Reports

The purpose was to investigate changes in attitudes towards mathematics which occurred over a three year period in relation to mathematics achievement, sex, reading achievement, and I.Q. Scores were obtained for 120 fourth graders in a small school system through the use of an attitude scale (adapted from a School Mathematics Study Group (SMSG) scale) and through the regular school testing program. Results showed attitudes to be stable but differences were found in the relationship of attitude to mathematics achievement for boys and for girls. Attitudes towards mathematics were found to be less valuable for predicting achievement for boys and for girls. Attitudes towards mathematics were found to be less valuable for predicting achievement than other variables. (Author/DT)

ED 076 425

SE 016 099

Van de Walle, John A.

Attitudes and Perceptions of Elementary Mathematics Possessed by Third and Sixth Grade Teachers as Related to Student Attitude and Achievement in Mathematics.

Pub Date Apr 73

Note—12p.; Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Houston, Texas, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Attitudes, *Elementary School Mathematics, Elementary School Teachers, Mathematics Education, *Research, Teacher Attitudes, *Teacher Characteristics

Identifiers—Research Reports

The purpose was to define and determine the influence which different perceptions of mathematics held by elementary teachers may have on student computational ability, comprehension of mathematical concepts, and attitudes, at grade levels three and six. The perception factor was contrasted in the design with teacher attitude toward mathematics. Data were obtained from 62 third- and 51 sixth-grade classes (approximately 3,100 students). Six student instruments were adapted from attitude scales taken from the National Longitudinal Study of Mathematical Abilities (NLSMA), computation items from Seeing Through Arithmetic Tests, and comprehension tests from the Wisconsin Contemporary Test of Elementary Mathematics. Sixteen items measuring teacher perception of elementary school mathematics were selected from scales used in the Collier, NLSMA, and Rettig studies; teacher attitude was measured by the Revised Mathematics Attitude Scale. Results showed that no significant causal relations can be inferred between teacher attitude and perception and student achievement. It was found that teachers with informal perceptions of mathematics taught students who scored significantly higher on attitude, computation, and comprehension at the third-grade level. No significant differences were observed at the sixth-grade level. (DT)

ED 076 426

SE 016 101

Tyler, Ralph W.

Research in Science Teaching in a Larger Context. ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Mar 73

Note—18p.; Occasional Paper 9

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Evaluation, Relevance (Education), Research Criteria, *Research Design, Research Methodology, *Research Problems, *Research Reviews (Publications), Science Education

At the 1973 program of the National Association for Research in Science Teaching, 50 research investigations completed during the years 1966-73 were reviewed for comparison with the trend of research activities completed during 1955 through 1965. Recent research is characterized by interaction between teachers and students in classroom and laboratory with a small amount of practical use of scientific knowledge by students. Studies of science teaching in a context broader than schools and methods of non-motivated students were emphasized. The author pointed out the importance of research in the following aspects: (1) students' ongoing lives; (2) students' purposes, drives, habits, and means of

achieving psychological equilibrium; (3) out-of-school influences on students dynamics of living and learning; (4) development of new instruments and methods for studying students; (5) review of potential resources in science; and (6) designing of educational programs by using "things" from science as resources that students can use in their daily lives. (CC)

ED 076 427

SE 016 102

Lucas, A. M. Chisman, D. G.

A Review of British Science Curriculum Projects, Implications for Curriculum Developers.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Feb 73

Note—149p.

Available from—Center for Science and Mathematics Education, The Ohio State University, 244 Arps Hall, Columbus, Ohio 43210 (\$3.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Education, *Curriculum Development, *Curriculum Research, Elementary School Science, International Education, *Literature Reviews, Program Descriptions, *Science Course Improvement Project, *Science Curriculum, Science Education, Secondary School Science

Identifiers—England, Scotland

British science curriculum improvement projects on the elementary and secondary school levels are reviewed in this volume to indicate their implications for the development of second-generation programs in the United States. Included in the British second-generation program category are: the Scottish integrated courses, Nuffield combined science, Nuffield secondary science, and the Schools Council integrated science project. Detailed descriptions are given to these more-or-less unified programs in terms of course objectives, course construction principles, teaching techniques, materials available, and current status. To provide perspective, a brief summary is also made of other British projects: Nuffield O level schemes, Nuffield A level science project, Science 5/13 (for 5- to 13-year-olds), Nuffield Junior Science Project, Scottish science, Schools Council Project Technology, and Biology for the Individual. Differences between curriculum projects in Britain and the United States are examined in terms of project initiation, program flexibility, and financial support. Also included is a bibliography of publications referred to in the projects, with publishers' addresses incorporated at the end. (CC)

ED 076 428

SE 016 104

Schaaf, William L.

The High School Mathematics Library. Fifth Edition.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73

Note—81p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Booklists, *Instruction, Instructional Materials, *Mathematical Enrichment, Mathematics, Mathematics Education, *Secondary School Mathematics, Teacher Education

The scope of this booklist includes books for students of average ability, for the mathematically talented, for the professional interests of mathematics teachers, and for those concerned with general mathematics at the junior college level. About 950 titles are listed, many with brief annotations. Starring of 200 titles indicates a priority choice as viewed by the author. Books are classified under topics which include popular reading, foundations of mathematics, history, recreations, mathematics content areas, professional books for teachers, mathematics for parents, dictionaries and handbooks, paperback series, and NCTM publications. Periodicals and journals are listed also. The appendix includes a directory of publishers. A related document is SE 015 978. (DT)

ED 076 429

SE 016 106

Annual Report to The President and to The Council on Environmental Quality for the Year Ending May 1972.

Citizens Advisory Committee on Environmental Quality.

Pub Date 72

Note—65p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.25 Stock No. 4000-0278)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, *Annual Reports, Cost Effectiveness, *Environment, Land Use, Manpower Utilization, Natural Resources, Population Trends, *Quality Control, Recreation, Recycling, Technology

A summary of the findings and recommendations of the Citizens' Advisory Committee on Environmental Quality is presented in this report. Specific environmental problems were studied in depth and are reported under the following topics: (1) population and land use; (2) recreation and natural beauty; (3) resource recovery, recycling, and reuse; (4) technology and manpower; and (5) critical issues. Recommendations highlight the need for improvement in land use planning by local and regional bodies, a change in the major thrust of the Federal transportation program from highways to mass transit, a reordering of priorities for Federal Aid to recreation, new approaches to solid waste management, application of cost/benefit analyses to overall and individual environmental programs and projects, and strengthening Federal grant aid for environmental education. Appended material includes a background of the committee together with a description of its activities and publications to date. (BL)

ED 076 430

SE 016 115

Schaffer, Larry E.

The Effectiveness of Cue Fading in Teaching Kindergarten Children to Serial Order.

Pub Date Mar 73

Note—27p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Elementary School Mathematics, Instruction, Learning, *Learning Theories, Mathematics Education, Relationship, *Research

Identifiers—Research Reports

Fifteen kindergarten children, who began the study with Piaget's stage II seriation capabilities (they could serial order sticks but could not insert a number of sticks into an already ordered set), were individually given 30 minutes of seriation training on three consecutive days. Cue fading and the manipulation of discrimination levels were used in the training to help the children meet successive performance criteria leading to the acquisition of stage III criteria of both ordering sets and inserting objects into an already-ordered set. Posttests, each consisting of a near and far transfer measure, were given approximately 1, 8, and 132 days after training. Results showed that subjects acquired and retained the specific target capabilities of the training, but failed to transfer substantially those acquired capabilities to the performance of seriation tasks involving unfamiliar materials. (Author/DT)

ED 076 431

SE 016 117

Segalla, Angelo

Using Structural Variables to Predict Word - Problem Solving Difficulty for Junior College Arithmetic Students.

Pub Date Feb 73

Note—115p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Junior Colleges, Learning, Linguistics, *Mathematics Education, *Problem Solving, Reading, *Research, *Secondary School Mathematics, Structural Analysis

Identifiers—Research Reports

This study identified and defined 30 structural variables related to problem solving. Four dependent variables (only one, percent correct, is analyzed in this report) were derived from data retained by the computer from 172 arithmetic word problems presented to and solved by junior college students on IBM 2741 computer terminals. The structural and dependent variables were combined into a stepwise regression analysis in order to predict problem solving difficulty. The

order of importance of the 30 structural variables was determined, and the goodness of fit of the model was analyzed by using F and Chi-square tests. Results showed that the variable "memory 2" (recall) was highly significant for predicting the difficulty of word problems and accounted for 47 percent of the variance. (DT)

ED 076 432 SE 016 136
McCollom, Kenneth A. Kurtz, Edwin B.

An Integrated Preprofessional Individually Paced Instruction Curriculum.

Pub Date [73]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Course Organization, Curriculum Development, *Engineering Education, *Individualized Instruction, Instructional Materials, *Integrated Curriculum, Pacing, *Program Descriptions
Identifiers—Self Paced Instruction

The individually-paced instruction program carried out by the engineering faculty at Oklahoma State University is described in this article to illustrate its goals, principles, characteristics, developments, and present status. The instructional model is discussed in connection with behavioral objectives, criteria for performance, and student self-pacing and achievements. Closely related preprofessional courses are integrated to cover 40 credit hours of mathematics, chemistry, physics, speech, English, computer science, graphics, and logic. Instructional activities consist of text assignment, laboratory work, audiotutorial tapes, sample problems, informal group discussions, and a computer managed system. A flowchart representing the module hierarchy is provided. Students who have satisfactorily evaluated their competency are assigned the subsequent module. Learning difficulties are diagnosed if students fail on tests. To start learning at a point that matches learner's competence level is permitted. After the 1971 pilot program, seven departments have been involved in preparation of materials. The integration is more complete, and further improvements are expected on the basis of the present experimental version. Also discussed are the physical facilities and education research developed for the program. (CC)

ED 076 433 SE 016 137
Cook, Blair

An Analysis of Arithmetic, Linguistic, and Algebraic Structural Variables That Contribute to Problem Solving Difficulty in Algebra Word Problems.

Pub Date Feb 73

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, Linguistics, *Mathematics Education, *Problem Solving, Reading, *Research, Secondary School Mathematics, Structural Analysis
Identifiers—Research Reports

Twenty-six structural variables were defined and investigated using a set of algebraic word problems solved by 96 college students. The study attempted to identify a small independent well-defined set of arithmetic, linguistic, and algebraic structural variables which account for a maximum amount of the variance of the observed probability correct of algebra word problems. Findings showed that one linguistic variable, two algebraic variables, and three arithmetic variables entered in the first six steps of a stepwise linear regression. Five of the six variables had significant t-values at the .05 level or lower. Six structural variables defined in terms of the number of words in the largest sentence, the logical transitivity of the unknowns, the recall of formulas, the number of digits in quotients, the number of transpositions, and the type of arithmetic operations seem to account for a large amount of the variance ($R^2 = .80$) of the observed probability correct of algebra word problems. (Author/DT)

ED 076 434 SE 016 144
King, Irv

Ikonic and Symbolic Representation. A Study of Mathematical Reasoning.

Pub Date [73]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Elementary School Mathematics, Learning, *Learning Theories, Mathematics Education, *Research Identifiers—Research Reports

This series of four studies investigated the abilities of children in grades five through eight to perform on a reasoning test written in both Ikonic and Symbolic form. An abstract reasoning test which had been shown to be highly correlated with success in mathematics was rewritten into Ikonic form. Children whose ages bridge the gap between the Ikonic and Symbolic stages of cognitive development were randomly assigned to two groups. The Ikonic test was administered to one group, the Symbolic test to the other. Results showed that the ability to perform on the test increases steadily with age; that the Ikonic form of the test is significantly easier than the Symbolic test, particularly for students of lesser ability; and that there is no evidence to support the hypothesis that the Symbolic test is more highly correlated to success in mathematics (as measured by the SCAT quantitative test) than the Ikonic test. (Author/DT)

ED 076 435 SE 016 153
Manual on Training of Statistical Personnel at the Primary and Intermediate Levels.

United Nations Economic Commission for Asia and the Far East, Bangkok (Thailand).

Pub Date 63

Note—152p.

Available from—United Nations, Sales Section, New York (\$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, *Curriculum Guides, Guidelines, *Higher Education, *Instruction, *Mathematical Applications, Program Descriptions, Statistical Analysis, *Statistics

This manual is designed for organizers and teachers concerned with training statistical personnel working at the primary and intermediate levels in government offices. It provides outlines of the subject matter for training and indicates teaching methods. The manual devotes a section to each of nine courses and covers principles and methods of statistics; design; data collection and processing; presentation, publication, and utilization of statistics; supervision; and statistical organization, coordination, and standards. At the beginning of each course a summary of the topics covered is given, along with suggested time allotments and methods of instruction. Details of the subject matter for each topic are elaborated and sample exercises are included. Three appendices discuss project work, list equipment and training material, and provide a list of 53 references. (DT)

ED 076 436 SE 016 172
SMEAC Newsletter, Mathematics Education, Volume 5, Number 1.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date 73

Note—6p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Curriculum, Elementary School Mathematics, *Instruction, Laboratories, *Laboratory Procedures, *Mathematics Education, *Metric System, *Newsletters, Research Reviews (Publications), Secondary School Mathematics, Teaching Techniques

Identifiers—ERIC SMEAC

This ERIC/SMEAC Newsletter contains a bibliography of 41 references concerning mathematics laboratories and 26 references on metrication that have been listed in RESEARCH IN EDUCATION, CURRENT INDEX TO JOURNALS IN EDUCATION, and other sources. (DT)

ED 076 437 SE 016 173
Suydam, Marilyn N. Weaver, J. Fred

Research on Mathematics Education (K-12) Reported in 1972.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Apr 73

Note—80p.

Available from—Center for Science and Mathematics Education, The Ohio State University, 244 Arps Hall, Columbus, Ohio 43210 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, *Elementary School Mathematics, Mathematics Education, *Research, *Research Reviews (Publications), *Secondary School Mathematics

This annotated bibliography lists research related to mathematics teaching and learning published in the United States in 1972. Each annotation gives major results and grade level of the study. The first section lists research summaries which review groups of research studies. The second section contains research reports which appeared in major journals during 1972. The final section covers dissertations announced in DISSENTATION ABSTRACTS INTERNATIONAL. (Editor/DT)

ED 076 438 SE 016 276
Ekistics. A Guide for the Development of an Interdisciplinary Environmental Education Curriculum.

California State Dept. of Education, Sacramento.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Curriculum Development, Elementary Grades, *Environmental Education, Fundamental Concepts, *Guides, *Interdisciplinary Approach, *Models, Secondary Grades

Identifiers—California, Elementary Secondary Education Act Title III, ESEA Title III

Based on a state requirement that all elementary and secondary schools provide instruction in the wise use of natural resources and protection of the environment, the California State Department of Education has developed this guide to assist local educational agencies in translating legislative mandates into action. It offers a structure and guidelines for developing a curriculum suited to local needs that will meet state requirements. The concepts developed for the study of conservation and environmental protection go beyond the more traditional nature study and appreciation of the out-of-doors and consider the areas of social sciences, sciences, and humanities as well. The definition and basis for ekistics are explored and ideas for developing the ekistics curriculum are expressed. Cognitive-affective frameworks and curriculum outlines for elementary, junior, and senior high school levels are constructed for this purpose. A detailed example is given for the elementary school level with cognitive-affective schemes and their supporting concepts presented as conceptual pathways. For each pathway the concepts are defined, performance objectives stated, and supporting content suggested. Strategies for learning and teaching at all levels are also discussed. Suggested learning experiences, developed by the Los Angeles City Unified School District for the elementary ekistics framework, are appended. This work was prepared under an ESEA Title III contract. (A related document is ED 064 196.) (BL)

SO

ED 076 439 SO 000 616

Robeck, Mildred C.

Social Science - How the Anthropologist Studies Man: Chumash Indians. A Resource Guide for Teachers of Fourth Grade Gifted Students.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Dec 65

Note—67p.; Working Draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accelerated Courses, *American Indian Culture, *Anthropology, Bibliographic Citations, Course Content, Curriculum Guides, *Gifted, Grade 4, High Achievers, Reading Materials, Resource Guides, *Social Sciences
Identifiers—California, California Project Talent, California Talent Development Project, *Chumash Indians

This resource guide was prepared for the teachers of academically talented children in grade four. As part of the curriculum materials developed for Special Class Demonstrations, this

guide indicates a level and depth of study which was found to be rewarding and satisfying for gifted students. Because of the pace at which nearly all special class children acquired the information presented in basic curriculum materials, new goals and new approaches were conceived. The orientation for social science was essentially humanitarian, but the content was arranged to enable students to distinguish between what is known and what is believed—between evidence and hypotheses. Although the content of this resource guide is the Chumash Indians, the questions are arranged for the study of any of the California tribes. The choice of this particular cultural group enabled the curriculum writers to be specific about the purposes, problems and techniques which were used to involve gifted children in the scientific study of groups of people. The first section of the guide indicates a social science framework for the intermediate grades which emphasizes the concepts and methods of anthropology. Main sections in the guide are: Social Science Framework; Intellectual Processes; Objectives; Introduction of the Unit; Content and Techniques; Evaluation; Bibliography; and Appendices. (Author)

ED 076 440 SO 002 125

Weiler, Hans N.

Schools and the Learning of Dissent Norms: A Study of West German Youths.

American Political Science Association, Washington, D.C.

Pub Date Sep 71

Note—21p.; Paper presented at the Annual Meeting of the American Political Science Association, Chicago, September, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, Affective Behavior, Cultural Factors, *Dissent, Environmental Influences, Grade 9, Grade 10, Grade 13, *Political Attitudes, Political Science, *Political Socialization, *School Role, Socialization, *Social Studies, Statistical Surveys, Student Attitudes, Tables (Data)

Identifiers—American Political Science Association, *West Germany

This paper illustrates three different, but interrelated approaches to investigating the role of formal schooling in the political learning process from survey data. The assumption is made that the formation of students' political beliefs are affected by factors which are both internal and external to the school setting. Data from which illustrations in this paper are derived were collected in two of the West German states from a sample of pre-university students across the entire range of pre-collegiate educational institutions, both general and vocational. Measurements of dissent tolerance are used to illustrate various approaches to identifying the role of school-related factors in the formation of such political attitudes. The study includes data on attitudinal correlates of enrollment in different types of schools, on the relationship between the frequency with which controversial issues are discussed in class and the level of dissent tolerance, and on student activism as a socializing influence. (Author/SHM)

ED 076 441 SO 005 170

Crittenden, Brian

Form and Content in Moral Education. Monograph Series Number 12.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 72

Note—102p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada (\$3.50)

Document Not Available from EDRS.

Descriptors—Curriculum, Educational Methods, *Educational Philosophy, Educational Theories, *Ethical Instruction, *Moral Values, Public Education, *Religious Education, Reports, Social Factors

Identifiers—*Canada

This monograph is a critique of various aspects of the Mackay Report which investigates religious education in the public schools of Ontario and examines questions of moral development. The author centers his comments upon a fundamental general assumption of the Mackay report, that commonly accepted characteristics of moral reasoning can be distinguished and taught independently of moral beliefs, and argues that learning to reason morally must be an integral part of

initiation into moral practices. The question of how educators differentiate between arguments, judgments, and practices which are moral and those which are aesthetic, political, or religious is discussed. (Author/SHM)

ED 076 442 SO 005 311

Fleming, W. G.

Significant Developments in Local School Systems.

Ontario's Educative Society Series, Volume Six.

Pub Date 72

Note—306p.

Available from—University of Toronto Press, 33 East Tupper Street, Buffalo, New York 14203 (\$12.50)

Document Not Available from EDRS.

Descriptors—Books, *Comparative Education, Curriculum Research, *Decentralization, Educational Administration, *Educational Development, Educational Facilities, *Educational Innovation, *Educational Practice, Educational Research, Elementary Education, Experimental Curriculum, Flexible Facilities, Inservice Teacher Education, Instructional Innovation, School Systems, Secondary Education, Special Services, Teaching Methods

Identifiers—Canada, Ontario

This volume, the sixth in a series of seven described in ED 063 225, provides a single source which spans the development of innovative education in Ontario. The present volume deals with innovative developments of many different kinds in the local school systems in years up to 1970. The major purpose is to show what may be expected from an educational organization that gives local authorities a certain amount of leeway to depart from standard procedures. Positive results accruing from local initiative and some advantages that may be derived from it in the future are offered in this volume. Since larger, urban school systems have shown the greatest tendency to exert initiative and innovation, a majority of the information was gathered from a sample of these systems rather than from a complete survey. Innovations in teaching, curricular experimentation, research, changes in the structure and use of school facilities, growth of special services, and administration and operation of school systems are included. See ED 063 225 for related documents. (Author/SJM)

ED 076 443 SO 005 387

Parker, Franklin, Ed.

American Dissertations on Foreign Education. A Bibliography with Abstracts. Volume III, Japan.

Pub Date 72

Note—173p.

Available from—Whitston Publishing Company, P.O. Box 322, Troy, New York 12181 (\$9.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, *Comparative Education, Doctoral Theses, Educational Practice, Educational Research

Identifiers—*Japan

This volume is one of a series of annotated bibliographies on foreign education. Included here are 57 citations listed in alphabetical order by author's last name. Although the earliest citation is dated 1948, most of them date from the 1960's and 70's. The bibliography is followed by an appendix essay on Japanese education from Ralph Stout's "Comparative Education", and a subject index. Others in this series of bibliographies are: ED 068 400 (Volume I on Canada), and ED 068 401 (Volume II on India). (OPH)

ED 076 444 SO 005 408

Gillespie, Judith A. Glenn, Allen D.

Politics and Participation. An Alternative Approach to the Study of Politics and Government in Senior High Schools. Occasional Paper No. 4.

Indiana Univ., Bloomington. High School Curriculum Center in Government.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-H-223

Pub Date Apr 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, *American Government (Course), *Civics, Comparative Analysis, Concept Formation, Course Descriptions, Curriculum Development, Grade 11, Grade 12, Instructional Innovation, *Laboratory Training, *Political Science, Public Affairs Education, Secondary Grades, Social Systems,

Student Participation, *Systems Approach, Teaching Methods, Teaching Techniques

This paper is a working model for a new one- or two-semester civics education program for high school students. The paper is divided into four major sections. Part I treats existing civics programs and explains how the Politics and Participation Program seeks to correct two general problems facing the schools and civic education - 1) it attempts to develop a civics course that enables a student to develop some explanatory generalizations about the operation, organization and interaction of a political system; and 2) it seeks to allow the student to participate in the school community for the clarification of abstract political concepts through concrete experience. Part 2 presents the analytical framework that guides the course content and explains how the major political concepts of the framework may be used to answer relevant questions; Part 3 focuses on the basic learning activities of the program; and Part 4 sets forth a general outline of the course. The purpose of this new course is: to offer students a systematic framework for studying various political questions; to teach them the skills necessary to use the analytical framework; to use the school as a laboratory for practical experience; and to give them opportunities to participate responsibly in the life of the school. (FDI)

ED 076 445 SO 005 415

Johnstone, George R.

Community Concerns Class: A Terminal Report.

Oakland County Schools, Pontiac, Mich.

Pub Date 70

Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Problems, *Community Study, Course Content, Course Evaluation, Course Objectives, Course Organization, Educational Experiments, *Experimental Curriculum, *Field Experience Programs, Instructional Materials, Secondary Grades, Social Problems, *Student Research, Summative Evaluation, Teaching Techniques

Identifiers—Michigan

This final report is an assessment of an experimental class designed to determine whether students, grades nine through twelve with diverse backgrounds, could do field research on community problems. The course description and outline of the course define goals and methods of meeting these goals. Samples of materials used are included in the text together with evaluations of behavioral achievements, student content comprehension, student class evaluations and coordinating teacher evaluations. Appendices detail steps in the development of the course and examples of teaching materials, strategies, and evaluation forms. (SHM)

ED 076 446 SO 005 432

Study on the Equality of Access of Girls and Women to Education in the Context of Rural Development.

United Nations Economic and Social Council, New York, N.Y.

Report No—E-CN-6-566

Pub Date 27 Jan 72

Note—69p.; Report prepared by the UNESCO Commission on the Status of Women, Twenty-fourth Session

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Education, Developing Nations, Economic Development, *Equal Education, *Rural Development, *Rural Education, *Womens Education

The survey by the UNESCO secretariat on the equality of access of girls and women to education in the context of rural development forms the basis of this report. A questionnaire (Annex I) was sent to all Member States and associate members of UNESCO. Replies from fifty-six countries were considered, with 45 detailed replies furnishing the main data for the report. The first part describes characteristics of rural areas, size of their population, and the reasons, scope, and impact of the exodus of women to towns and urban areas. A description of the present situation with respect to the unequal access to education of girls and women in rural areas follows and includes characteristics of educational systems, opportunities and difficulties encountered. The essential factors of rural development and the extent of women's role in this process (activities engaged in and employment

opportunities depending on the level of training) form the third part of the report. In conclusion, the replies received make it possible to pick out certain features of the various countries' policies for the advancement of rural women. (Annex II contains a summary of replies from non-governmental organizations). (SJM)

ED 076 447

SO 005 463

Fair, Jean
The Choice Before Us.

Pub Date 23 Nov 72

Note—23p.; Presidential Address presented at the Annual Meeting of the National Council for the Social Studies (Boston, Massachusetts, November 23, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Educational Improvement, Educational Needs, Educational Philosophy, Relevance (Education), *Social Change, *Social Studies, Speeches, *Values
Identifiers—*National Council Social Studies

Social studies educators need to make an effort to influence the shape of change in social education and schools to further the abilities of all. This influence can occur by choosing new directions, new priorities, and by reinterpreting values. The choice is to build upon what still has promise out of the past and to reformulate directions and institutions. Social studies educators need to be clear about the meaning of social studies education itself; recognize that social studies education is for all students and provide opportunities for all to learn with satisfaction and success; and recognize that relevant social studies education occurs in social contexts. Deliberate alternatives for diversity can offer a choice for educational improvement within schools which usually reflect patterns of individualization, fixed schedules, hierarchy of power, and uniformity. In conclusion, by thoughtful, courageous, and resolute choice social studies educators can make a difference in classrooms, in schools, and then perhaps, in society. (Author/SJM)

ED 076 448

SO 005 468

Stambler, Moses

A System Approach for a Disciplined Organization of a Social Foundations of Education Course.

Pub Date 25 Feb 70

Note—33p.; Paper presented at the American Educational Studies Association Annual Meeting, Chicago, February, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Organization, Curriculum Development, Educational Objectives, Educational Planning, *Educational Sociology, *Foundations of Education, Fundamental Concepts, Generalization, Guidelines, Models, Speeches, *Systems Approach, *Teacher Education, Teaching Techniques

Identifiers—*American Educational Studies Association

In this paper guidelines which provide direction toward the development and structure of a course in social foundations of education are outlined. A systems approach to organization of the course is used as both a content and process guide. The construct of the parts of this education system defines four operational functions: 1) development of the specific goal of the system in our societal structure and of the specific enabling objectives; 2) an input category consisting of the key elements of our societal context which help define options for courses of action; 3) a strategy category which operates as the means used to achieve objectives; and 4) a teaching operation which functions to check on the efficiency and effectiveness of the educational organization and helps suggest necessary modifications. Theoretical models for developing course strategies are discussed and specific strategies—concepts and key phrases, persistent questions, and hypotheses and generalizations—actually being used in the author's social foundations of education courses are included. (SHM)

ED 076 449

SO 005 469

Target: Development Action.

American Freedom from Hunger Foundation, Washington, D.C. Young World Development. Pub Date Feb 72

Note—102p.

Available from—American Freedom from Hunger Foundation, 1717 H Street, Washington, D. C. 20006 (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Action Programs (Community), *Community Action, Community Education, Developed Nations, *Developing Nations, *Economic Development, *Economic Disadvantage, Higher Education, *Humanization, Human Relations Programs, Hunger, Peace, Poverty Programs, Resource Guides, Secondary Grades, Social Problems, Social Studies Units, World Problems

Identifiers—*Justice

This handbook, suggestive rather than prescriptive, is written for Young World Development and/or similar groups committed to active involvement in community, national, and world improvement. Emphasis is upon organizing high school, college, and adult courses and action programs in the community which will help sensitize participants and make them aware of the need for action toward building a just and equitable society where none go hungry. The guide which includes resources of readings, films, and other activities, is divided into four sections. 1) "Education Action" describes three courses in development: a high school prepared curriculum, a teach-in, and a community course. Other activities are also suggested for bringing people together. 2) "Community Action" offers ways in which groups can experience conditions of poverty and racism within their own community. Ideas such as establishing a New World Resource Center, hunger banquets and a weekend of interchange among minority and middle class groups are provided. 3) "Action Briefs" focuses upon active involvement and participation in one's own community in lunch programs, slums, elections, community-hearings, boycotts, and provision of other services for the poor. 4) "Organizing: Getting it all Together" sheds light on the organizing process and provides helpful pointers to groups in their work. A related document is ED 063 210. (SJM)

ED 076 450

SO 005 470

A Guide to Films About Development.

American Freedom from Hunger Foundation, Washington, D.C.

Pub Date 71

Note—44p.

Available from—American Freedom from Hunger Foundation, 1717 H Street, N. W., Washington, D. C. 20006 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Depressed Areas (Geographic), *Developed Nations, *Developing Nations, *Economic Development, *Economic Disadvantage, Economic Education, Economic Factors, Films, Filmstrips, *Instructional Films, Poverty Programs, Sociocultural Patterns, Welfare

This resource guide contains complete descriptions of films about poverty and development both in the United States and in poor nations. The films are selected for use in classrooms, workshops, and community seminars and annotations summarize film content. Topics related to development in the United States include perspectives, poverty, realities of urban poverty, the plight of the Indians, poverty in rural areas and Appalachia, conditions of migrant workers and Mexican-Americans, welfare and race relations. Films about development in poor nations are organized under the following headings: Larger Issues; Food Production and Population; Social and Political Change in Developing Nations; Development Projects; and Colonialism. Related filmstrips are listed and an appendix includes a list of film distributors and prices. (SHM)

ED 076 451

SO 005 495

Ehman, Lee H.

Stability of Social Studies Classroom Verbal Interaction Patterns Across Repeated Micro-Teaching Performances.

Pub Date 25 Nov 72

Note—18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies, Boston, November, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Communication, Inquiry Training, Interaction, Intergroup Relations, *Microteaching, *Preservice Education, Research Projects, *Social Studies, Speeches, Student Reaction, Teacher Education, Teacher Response, Teaching Models, Training Laboratories, *Verbal Communication

Identifiers—*National Council for the Social Studies

In this research paper specific teaching tasks important in social studies instruction are described in terms of pre-service teachers' classroom verbal behavior which occurred in a teaching laboratory; and the stability of individual pre-service teachers' behavior while teaching two similar lessons involving a specific task are described and analyzed. Three elements chosen for study are: 1) teaching one or more social studies concepts; 2) eliciting student hypotheses in response to a problem situation; and 3) promoting student analysis of a values proposition or controversial issue. Through emphasis on these specific elements of social studies teaching an inquiry model of teaching is suggested. Figures and tables summarize the research findings and describe the verbal interaction occurring when these teaching tasks are attempted by pre-service teachers in a laboratory setting. (Author/SHM)

ED 076 452

SO 005 529

Elliott, Richard J.

Re-examining the Notion of the Universality of Educational Measurement.

Pub Date 22 Nov 72

Note—12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies, Boston, November, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Educational Testing, *Evaluation Criteria, Interaction, *Measurement, Objectives, Personal Values, *Social Sciences, Social Values, Speeches, Testing, *Values

Identifiers—*National Council for the Social Studies

The purpose of this paper is to critically raise some questions as to whether measurement can provide us with a universally applicable set of criteria for making value judgments in the social sciences. Stated are assumptions that provide the framework of current standardized testing. Questions are raised as to the efficacy of current standardized testing in the social sciences because of the one-dimensional aspect of measurement. Four assumptions about education, experience, reality, and value formation are identified to provide, hopefully, a fuller reference point for social science educators when viewing current standardized measurement practices within the social sciences. The central theme of the paper suggests that, if these four assumptions hold true, they greatly limit the possibility of measurement providing a universally applicable set of criteria for making value judgments in the social sciences. (Author)

ED 076 453

SO 005 530

Classification of Educational Systems in OECD Member Countries. United Kingdom: England and Wales, Northern Ireland, Scotland.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 72

Note—100p.

Available from—Organisation for Economic Cooperation and Development, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (\$2.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS

Descriptors—Classification, Comparative Analysis, *Comparative Education, Education, Elementary Grades, *Foreign Countries, Higher Education, Schools, Secondary Grades, Statistical Data

Identifiers—*Educational Systems, England, Northern Ireland, Scotland, Wales

The present volume is one of a series intended to provide a comparative view of the education systems of member countries of the Organisation for Economic Cooperation and Development (OECD). Published in response to a need for a conversion key so that national data could be readily converted on the basis of a standardized system, its purpose is to assist OECD member countries in the development of their educational statistics and to provide a basis for the collection of internationally comparable statistics. The types of education and institutions in each country were listed, and explanatory information was compiled. The evaluation criteria included length of studies, admission requirements, qualifications conferred and the possibility of transfer to other types of education, organization of studies on a full-time or part-time basis, and any other information of possible interest. Each type of education or institution has been reclassified under the

OECD system, both from the standpoint of standardized designation and in terms of its position on the educational ladder by year of study. This volume deals with England and Wales, Northern Ireland, and Scotland. A short bibliography following each country gives sources of information regarding the educational institutions. Related documents are ED 067 347 (Finland, Germany, Japan) and ED 068 409 (Netherlands, Sweden, Turkey). (JMB)

ED 076 454 SO 005 554

Flack, Michael J. And Others

Cultural Diplomacy and its Presentation in International Affairs Textbooks, 1945-1971. A Study of the Treatment Accorded International Education and Cultural Relations in 171 Textbooks on International Relations, Foreign Policy, and International Organization.

Pittsburgh Univ., Pa. Graduate School of Public and International Affairs.

Pub Date Sep 71

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Cultural Education, Cultural Exchange, Foreign Policy, *Foreign Relations, Higher Education, *International Education, International Organizations, *Political Science, Programs, Textbook Content, *Textbook Research, Textbooks, World Affairs International education and cultural relations (IEC) are surveyed in the content of books from three areas of political science—international relations, foreign policy, and international organizations. One hundred seventy-one texts published in the U.S. from 1945-mid 1971 are statistically analyzed in terms of amount of consideration of IEC; classification of IEC among the many aspects of political affairs; the functions, purposes and effects of IEC; the organizational base of IEC programs; and types of exchange programs mentioned in each text. Qualitative analysis of the statistical findings cautions that the results are limited to those specific books chosen and that such analysis distorts the books as wholes. (A list of titles is appended.) A few examples from specific titles illustrate four ways of viewing IEC: 1) within the machinery of a nation-state or other organization; 2) as an instrument of foreign policy; 3) as a contributor to the world community and, 4) as a process of functional transactions. Final interpretation of textbook treatment considers the growth of IEC activities, the demands of textbook publishing and varying political and academic climates. (JH)

ED 076 455 SO 005 555

Shapiro, Michael J.

Social Control Ideologies and the Politics of Education.

Pub Date 17 May 72

Note—28p.; Paper presented at the Conference on Social Education, East Lansing, Michigan, May, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Conceptual Schemes, *Educational Attitudes, *Educational Philosophy, Educational Practice, *Educational Sociology, Learning Processes, Models, Political Influences, *Political Socialization, Social Attitudes, Social Psychology, Speeches

Identifiers—*Politics of Education, Social Control

This assessment of the politics of education is an attempt to clarify the kinds of political commitments of educational agencies through discussion of labels, concepts, classificatory schemata, and general conceptual frameworks which allow a person to bound his experience so he can organize it in a manner that is coherent with his physical environment and his social milieu. The approach rests upon three intellectual traditions which are conjoined in a model of the politics of education. The first comes from the linguistic analysis tradition in contemporary philosophy, the second is a version of the sociological conception of social control, and the third is the concept of ideology which has a basis in several intellectual disciplines (political science, philosophy, sociology, and anthropology). A framework for evaluating the labels employed in education and the conceptual commitments to which these labels are attached is developed. (Author/SHM)

ED 076 456 SO 005 580

Educational Policy and Planning. France.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 72

Note—659p.

Available from—Director of Information, O.E.C.D., 2, rue Andre-Pascal, 75775 PARIS CEDEX 16, France (\$10.00)

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Administrative Organization, *Comparative Education, Curriculum Development, Developed Nations, *Educational Development, *Educational Planning, *Educational Policy, Educational Programs, Educational Research, Educational Resources, *Educational Status Comparison, Educational Trends, Instructional Staff, Summative Evaluation, Surveys

This report concerning the policy and planning of education in France is a description of the quantitative and qualitative aspects of the development of education in an endeavor to show how each aspect influences the other. Book I of the report recalls the importance of the educational explosion of the last fifteen years and examines the budgetary outlay, summarizing the policy of mobilization of resources for education and the output of the educational system. The structure and content of the educational system and modifications currently being made in educational philosophy are detailed in Book II. Book III describes and analyzes educational planning, dwelling on the main techniques and methods of implementation. Annexes to each book include related supplemental information needed for better understanding of techniques and problems. (Author/SHM)

ED 076 457 SO 005 585

Colwell, Richard J.

A Critique of Research Studies in Music Education. Final Report.

Illinois Univ., Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Arts and Humanities Program.

Bureau No—BR-9-0306

Pub Date May 72

Grant—OEG-5-9-230306-0055

Note—404p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Annotated Bibliographies, *Literature Reviews, *Music Education, *Research Projects

This report is a compilation of critiques of research studies in music education. The project was designed to collect objective evaluations of the results of research, to show how these results can be applied in the classroom to contribute to the improvement of music teaching and learning, and to facilitate dissemination of this information. Identification is made of those research studies in music education which are most useful in terms of quality of research, relevance to past and future research, and pertinency to the music teaching situation. Experts within and outside of the field of music education provide critical reviews of such research, a) showing the strengths and weaknesses of the study through analysis, interpretation, and evaluation; b) indicating the implications for other researchers, the need for replication in same and altered situations, the needs for changes in design and/or treatment of data; and c) where appropriate offering suggestions for simplifying the design so the study might be replicated in the classroom as action research. (Author/SHM)

ED 076 458 SO 005 587

Reviews of National Policies for Education. Germany.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—152p.

Available from—OECD Publications, 2, Rue Andre-Pascal, 75775 Paris Cedex 16 (\$4.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Education, *Developed Nations, Educational Change, Educational Finance, Educational Needs, *Educational Planning, *Educational Policy, *Educational Status Comparison, Equal Education, Evaluation, Investigations, Program Evaluation, Relevance (Education)

The material presented in this report deals with the examination of educational policy and planning in Germany carried out as part of the program of the Education Committee of OECD for the Review of National Educational Policies. Part I is a report of the evaluation of German

education made by the examiners. The material focuses on the course of educational reform since 1945, major recent events in educational policy-making at the national level, and some current reform proposals and goals for modernizing education. A summary record of the meeting between examiners, representatives of the German authorities and members of the OECD Education Committee comprises the second part of this volume. These three major areas of questions raised by the examiners are discussed: the need to reconceptualize German education so that the individual student would be prepared for the realities of his new role in an expanding, fluid, democratic society; the substantive need to reform German education along the lines of the policy commitment for equality of educational opportunity; the problems of translating policy into practical, financial and other strategic commitments for educational reform. (Author/SHM)

ED 076 459 SO 005 616

Aiken, Henry David

Learning and Teaching in the Arts. Research Monograph 4.

National Art Education Association, Washington, D.C.

Pub Date 70

Note—33p.

Available from—National Art Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$1.00; 10% discount of orders of 10 or more)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Aesthetic Education, Art Appreciation, *Art Education, Educational Philosophy, *Fine Arts, Humanism, *Humanities, Learning, Teaching Techniques, Visual Arts

This paper, part of a research monograph series, focuses on a philosophy of education which is humanistic. The author discusses theories of art education, using as an example of visual art Giorgio's "The Tempest". A synopsis of what needs to be known in order to appreciate the various levels of significance in a great work of visual art precedes a discussion of the problems of appropriate learning and teaching techniques in the arts. (SHM)

ED 076 460 SO 005 617

Mattli, Edward L.

The Self in Art Education. Research Monograph 5.

National Art Education Association, Washington, D.C.

Pub Date 72

Note—19p.

Available from—National Art Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Art Education, Creativity, Educational History, *Educational Philosophy, *Individual Development, Literature Reviews, Self Actualization, *Self Concept, *Self Expression

The major purpose of this paper, based on a talk given at the National Art Education Association Conference in Dallas, April, 1971, is to review literature in art education concerning the concept of self in order to get a better perspective on present thought in art education and to determine new directions, priorities, and purposes. Some of the ways in which art education was influenced by the romantic notion and the sentimental concept of the self, the progressive movement, and by psychology are traced by noting the thoughts of many progressives who viewed the development of self expression and creativity as the central mission of art education. Specific examples of self in art education are given. The review reveals that there has been historical consistency in purpose for the self to become an integral part of art education. The philosophy that every child has the potential for continuous growth and development and that he should be an active, creative, self-disciplined innovator still exists. The aim of art education is to develop self-confidence, self-awareness, self-esteem, and self-growth. (SJM)

ED 076 461 SO 005 621

Helwig, Carl

Education and the Behavioral Sciences.

Pub Date [70]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Sciences, *Education, *Educational Philosophy, *Educational Research, Educational Theories, Research, Research Methodology, Social Sciences

The author delineates characteristics of research in education, focusing on the influence of the educational philosophies of logical positivism, operationalism, and pragmatism and on the strong behavioristic movements in education. A comparison is made between techniques in behavioral science research and traditional educational research methods. It is suggested that the behavioral sciences can help to unify subjective with objective knowledge for the formulation of moral obligations from social problems and assist education in developing a better understanding of the relation of the individual to the group. (SHM)

ED 076 462

SO 005 626

Oliver, Donald W. And Others

Mobility or Community: The Hard Choice of the New Professional.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date [70]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community, Educational Change, Educational Needs, *Educational Philosophy, Educational Sociology, *Humanization, *Human Relations

Identifiers—*Quality of Life

This position paper analyzes and critiques contemporary American society. Previous research and development efforts to improve the quality of life focused on identification of "social problems" and the application of education programs designed to remedy them. Past efforts failed, however, to enrich the lives of many Americans because they neglected the conceptualization of man in relation to his community. Americans felt increasingly alienated as they shifted from a person-centered to an object-centered world. An alternative to this achievement based society is that of a responsible community spirit in which acceptance, interaction, and respect abound, making life constructive and mutually rewarding. Since public schools fail to meet the various human needs, socialization toward alternative life styles and ideologies needs to occur outside of schools. In conclusion, educators need to focus their personal and professional attention on the problem of enhancing the quality of life in small communities and local neighborhoods. (SJM)

ED 076 463

SO 005 631

Marker, Gerald W. Mehlinger, Howard D.

Report of the Social Studies Field Agent Training Program. Final Report.

Indiana Univ. Foundation, Bloomington.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Oct 72

Grant—OEG-0-70-2023(725)

Note—191p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adoption (Ideas), *Diffusion, *Educational Change, Educational Innovation, Evaluation, Program Descriptions, Projects, *Social Studies, *Teacher Education, Teacher Experience, Teacher Improvement, Teacher Interns, Training Objectives, Training Techniques

Identifiers—*Field Agent Training Program

The Social Studies Field Agent Training Program was a two year experiment supported by the Office of Education and the Ford Foundation. The primary goal of the program was to test the feasibility of employing specially trained social studies teachers, who were referred to as social studies field agents, to increase the rate of the diffusion of innovations in social studies. The report includes the rationale for the program, descriptions of the training and follow-up years, results of a third-party evaluation, and recommendations for future programs. Evaluative data supports the conclusions that social studies field agents can be recruited, trained, and can increase the rate of diffusion and adoption of social studies innovations. The personalities of field agents and the degree of local commitment to change appear to be major variables in the success of inside change agents, such as the field agents. Follow-up support for persons in such roles also appears to be important to their success. A related document is ED 064 199. (Author)

ED 076 464

SO 005 632

Schumacher, Sally

Limitations of a Research, Development and Diffusion (RD and D) Strategy in Diffusion: A Case Study of Nine Local Implementations of a State-Adopted Curriculum.

Central Midwest Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Note—54p.; Paper presented at the National Council for the Social Studies Annual Meeting, Boston, November, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), *Aesthetic Education, *Articulation (Program), Bibliographic Citations, Case Studies (Education), Curriculum Research, *Diffusion, *Educational Change, Educational Innovation, Educational Planning, Elementary School Curriculum, Information Dissemination, Program Development, Research Projects, Speeches, State Programs, Summative Evaluation

Identifiers—Aesthetic Education Program, *National Council for the Social Studies, Pennsylvania

This study of the first year of an inter-organizational diffusion effort by a national educational laboratory, a state department of education, and nine local school districts focuses on the implementation phase within the Research, Development and Diffusion (RD and D) strategy of an aesthetic education program which uses the arts as the discipline base for selection of curriculum. The paper is organized as follows: Section I summarizes the theoretical RD and D strategy for educational change and analyzes the significant dimensions as they occurred in the Pennsylvania diffusion tactics. Section II describes and develops hypotheses in three diffusion processes: rate of installation, rate of implementation, and rate of adoption by other sites and districts. Section III summarizes the major findings and suggests modifications of the theoretical RD and D diffusion strategies for program development. (Author/SHM)

ED 076 465

SO 005 634

Classification of Educational Systems in OECD

Member Countries. France, Norway, Spain.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 72

Note—137p.

Available from—Organisation for Economic Cooperation and Development, 2, rue Andre-Pascal, 75775 PARIS Cedex 16, France (\$3.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classification, Comparative Analysis, *Comparative Education, Education, Elementary Grades, *Foreign Countries, Higher Education, Schools, Secondary Grades, Statistical Data

Identifiers—*Educational Systems, France, Norway, Spain

The present volume is one of a series intended to provide a comparative view of the education systems of member countries of the Organisation for Economic Cooperation and Development (OECD). Published in response to a need for a conversation key so that national data could be readily converted on the basis of a standardized system, its purpose is to assist OECD member countries in the development of their educational statistics and to provide a basis for the collection of internationally comparable statistics. For background information on the method of classification, and for related documents, see SO 005 530. This volume deals with three member countries, France, Norway, and Spain. Provided are definitions of terms used in the OECD classification, which is by type of education and not by institution providing education. A short bibliography following each country gives sources of information regarding the educational institutions. (JMB)

ED 076 466

SO 005 635

Richburg, James R. Rice, M. J.

Accountability in Minority Teacher Training: The University of Georgia Indian Teacher Training Program.

Pub Date 21 Nov 72

Note—24p.; Paper presented at CUFA Section, Annual Meeting, National Council for the Social Studies (Boston, Massachusetts, November 21, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Educational Accountability, Internship Programs, *Minority Group Teachers, Preservice Education, Program Descriptions, Projects, Secondary Education, *Social Studies, Speeches, *Teacher Education, Teaching Models

Identifiers—Georgia, *Indian Teacher Training Program

This paper describes the conceptualization and operation of a modular organized-accountability teacher training program for fourteen American Indian teacher-trainees. Indian Teacher Training Program (ITTP) graduates will be prepared to teach secondary social studies in Indian schools as well as other schools. Hopefully, these teachers will be able to utilize the local communities as a data source for social studies instruction. The program is characterized by careful specification of learning outcomes emphasizing both subject matter and teaching strategy competencies, intensive internship supervision, and, accountability for the academic program, the professional training, and the internship to the sponsoring agency. Special problems dealt with include teacher trainee performance, operationalization of the training program, and program support. Implications of this program for other teacher programs call for more intensive support and supervision of teacher trainees, a careful specification of objectives, and provisions for the application of skills learned in the training program. A major implication is that social studies educators can develop and implement accountability models. The ITTP has provided an opportunity for trainees and staff to engage in a meaningful program in bi-cultural education. (Author/SJM)

ED 076 467

SO 005 638

Senesh, Lawrence

Quality of Life. Interpretive Series No. 8.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Note—64p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 18.13:8, \$9.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Activities, Consumer Economics, Curriculum Development, *Economic Development, Economic Education, *Economic Progress, Education, *Environment, Environmental Education, Government Publications, Natural Sciences, Objectives, Politics, Population Growth, Problem Solving, Productive Living, Secondary Grades, Social Change, Social Environment, *Social Problems, Social Studies, Social Values, Systems Approach, Technological Advancement, Values

Identifiers—*Quality of Life, United States

Two government documents, "Goals for Americans" and "Toward Balanced Growth: Quantity with Quality" (ED 055 009), together with previous documents, serve as the information source and basis of this guide. The "Goals for Americans" report, initiated by President Eisenhower's Commission in 1960, identified social priorities in terms of social problems. The "Toward Balanced Growth" report, transmitted to President Nixon in 1970 by the National Goals Research Staff, focused on economic growth and its relationship to and impact upon the quality of life. The purpose of this paper, which emphasizes quality of life and economic growth, is to show how the presidential reports may be used as guidelines by educators to introduce new ideas into the classroom—helping teachers to make the teaching of social sciences more relevant and helping students to develop a greater respect for the political processes of American society. Following an introduction which discusses the two governmental reports in some detail, the paper is arranged by seven topics: Population Growth and Distribution; Environment and Balanced Economic Growth; Education; Basic Natural Science; Technology Assessment; Consumerism; and Economic Choice and Balanced Growth. Under each topic a list is provided of classroom learning

activities which encourage students to use the problem solving approach toward dealing with social problems. (SJM)

ED 076 468 SO 005 648
Why Lobby? A General Curriculum Guide to Lobbying. The Lobbyist: A General Guide on Lobbying. The Lobbying Game.

Multi-District Inst. for Political Education, Pitman, N. J.

Pub Date [72]
Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Government (Course), *Civics, Classroom Games, Curriculum Guides, Educational Games, Laws, Legislators, Political Issues, *Political Science, Political Socialization, Secondary Grades, *Social Studies Units
Identifiers—*Lobbying

This unit is intended to provide the student with clear understanding of the function of interest groups and lobbyists in the American Democratic political system. It has been designed to be used for 12-17 days of class work. However, it is possible to alter this time by several days depending upon the individual situation. "Why Lobby?" is divided into seven units. Each has its own set of objectives, activities, resources and evaluation, and is placed in a sequential order to develop a clear picture of the subject matter. "The Lobbyist", a booklet explaining who lobbyists are, how they operate, and how to get involved, is a resource to be used in conjunction with the guide. The 18-year-old vote is used as an example in this booklet. The game takes three class periods to play, with 22 students taking part. (Author/OPH)

ED 076 469 SO 005 660

Willoughby, David

Comprehensive Musicianship and Undergraduate Music Curricula.

Music Educators National Conference, Washington, D.C. Contemporary Music Project.
Pub Date 71

Note—116p.

Available from—Contemporary Music Project, Music Educators National Conference, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.50)

Document Not Available from EDRS.

Descriptors—Educational Improvement, Educational Philosophy, Experimental Programs, *Music, *Music Education, *Undergraduate Study

Comprehensive musicianship is a concept about teaching and learning music. It is an approach that suggests that the source of all musical study is the "literature" of music, and promotes the integration of all aspects of music study. This volume presents a synthesis of the philosophy and practice of 32 experimental programs based on the concept of comprehensive musicianship and designed to improve instruction in basic musicianship at the undergraduate level. These programs, organized nationally in various colleges and universities and grouped into six regional Institutes for Music in Contemporary Education (IMCE), were administered by the Contemporary Music Project. This particular publication centers on curricular implications of comprehensive musicianship. Part I presents certain related educational ideas. Their consideration can contribute to a fuller realization of the changes in the processes of teaching and learning music motivated by the implementation of comprehensive musicianship. Part II summarizes curricular practices of IMCE; it is a synthesis of both descriptive information and subjective reactions by those involved as teachers and by observers of these experimental programs. Part III summarizes the findings of this study and represents a more concise description of the essence of the concept of comprehensive musicianship. (Author)

ED 076 470 SO 005 664

McLendon, Jonathon C., Ed.

Guide to Reading for Social Studies Teachers. Bulletin 46.

National Council for the Social Studies, Washington, D.C.

Report No.—BULL-46

Pub Date 73

Note—169p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Anthropology, Bibliographies, Curriculum, Economics, Education, Geography, History, Human Development, Political Science, Psychology, *Reading Materials, *Resource Guides, *Social Sciences, *Social Studies, Sociology, Teaching Methods

This major reference tool aims to identify for social studies teachers the best available reading materials selected from the overwhelming outpouring of writings of the 1960's and early 1970's. Organized by sections and topics of the sort that social studies educators are likely to explore, the book's thirty one chapter focus on (1) The Social Sciences, (2) Societal Problems and Issues, (3) Curriculum, Methods, and Media, and (4) Perspectives on Human Development. Under these four sections, chapters written by specialists in their area of the social sciences discuss major writings on the disciplines and on interrelated topics (poverty, drugs, mass communication, social values, instruction, institutions, society, culture, to name a few). The appendix includes an index of authors (arranged under broad subject headings) whose books are cited and a directory of publishers, with addresses. This review of the literature is intended for educators who want the best of recent scholarship and lucid, fresh presentations of ideas: teachers aiming to improve curriculum and instruction; curriculum workers and consultants tackling school problems; college and university educators improving programs and working with preservice and inservice teachers; librarians seeking resource guides; and those wanting simply to know more. (JMB)

ED 076 471 SO 005 667

Roberts, Arthur D. Gable, Robert K.

Mini-Versus Traditional: An Experimental Study of High School Social Studies Curricula.

Pub Date Nov 72

Note—35p.; Paper presented at National Council for the Social Studies Annual Meeting, Boston, Massachusetts, November, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Tests, Cognitive Measurement, *Comparative Analysis, *Curriculum Design, *Curriculum Research, Educational Innovation, *Experimental Curriculum, Instructional Innovation, Program Effectiveness, Secondary Education, Short Courses, *Social Studies, Student Attitudes

Identifiers—*Mini courses, National Council for the Social Studies

This study assessed some of the cognitive and affective elements for both the traditional and mini curricula. The hypothesis, stated in the null form, was there will be no difference between students in the mini-course curriculum and the traditional curriculum on a number of stated cognitive variables (focusing on critical thinking and reading comprehension) and affective variables (focusing on attitudes toward social studies and teachers). Five hundred eleventh grade students from two comparable high schools served as the sample. Two cognitive and three affective instruments were administered on a classroom basis in the 1971-72 school year. Pre- and post-tests of all instruments except one were administered. Two-way analyses of variance with curriculum model (mini-traditional) and sex (male-female) as independent variables and the cognitive and affective measures as dependent variables were employed. Findings indicated that: 1) Males in the traditional curriculum made significantly greater gains on critical thinking and on vocabulary and level of comprehension; 2) Mini Curriculum students gained significantly on evaluation of arguments; 3) No differences in the amount of pre-post change in motivation toward education or in attitude toward school subjects was found; and, 4) In the post-test Mini curriculum students were found to have more positive attitudes toward teachers. (SJM)

ED 076 472 SO 005 668

You are Unique.

Cedar Rapids Community School District, Iowa.

Pub Date 1 Sep 71

Note—70p.

Available from—Educational Service Center, 346 Second Avenue, S.W., Cedar Rapids, Iowa 52404 (\$5.00)

Document Not Available from EDRS.

Descriptors—Affective Objectives, Attitudes, Behavioral Objectives, Changing Attitudes, Cognitive Objectives, Elementary Grades, *Human Relations Units, Individualism, Physical Characteristics, *Racial Attitudes, *Racial Characteristics, Social Integration, *Social Studies Units, Teaching Guides

This social studies unit, developed for teachers working in integrated classroom situations, is intended to build better understanding between teacher and pupils and between pupils themselves. The unit focuses on the differences and similarities between all human beings and states as its objectives: To observe physical likenesses, physical differences, racial characteristics; to identify groups, accept certain similarities among mankind, and value the worth and dignity of every human being; to value the richness of group diversity, and to develop and awareness of the beauty of color in people and in the world around us. A pretest to determine student attitudes involves an individual interview between teacher and pupil, recording the pupil's observations on a multiracial picture. Fifteen lessons, utilizing color, sketching, films, books, pamphlets, sort cards, and other materials in varied activities, guide the student to an awareness of his own peers characteristics and to achieve the objectives of racial understanding, tolerance, acceptance, and respect. Objectives are clearly stated and activities are well organized to provide the teacher with a cohesive unit. A bibliography of supplementary reading for the teacher is included. (JMB)

ED 076 473 SO 005 669

Newman, Arthur J.

Select Bibliography: International Education.

Pub Date 73

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Elementary Education, Foreign Culture, Humanization, *International Education, Nationalism, Political Socialization, Secondary Education, Social Studies, World Affairs

Approximately three-hundred and fifty periodical and book citations of works dating from 1930 to 1972 (the majority of which are recent) on international education are included in this select bibliography. The scope, involving many aspects of internationalism, is reflected by the topic headings: Universal Man; World Community; Implicit Culture; Ideology; Nationalism; Patriotism; Political Socialization; Perception and Communication; International Education: Philosophy, Policy, and Practice; General Curriculum Considerations; International Education: At the Elementary Level and At the Secondary Level; Operational Programs; Teacher Preparation; Prejudice; Pressure Groups; Other Cultures' Interpretations of International Education; Art; Academic Programs; The International Posture of the United States; The United Nations, and Miscellaneous Readings. Overall arrangement is topical. Within each of the eighteen sections, author entries, which include complete bibliographic information, are arranged alphabetically. (SJM)

ED 076 474 SO 005 671

Mini-Course on Consumer Education Teacher's Guide.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date 71

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Consumer Education, Course Content, Course Descriptions, Credit (Finance), Curriculum Guides, *Economic Education, Grade 12, *Money Management, Purchasing, Secondary Grades, Short Courses

Consumer Education is a mini-course designed for all seniors in high school. It was developed on the premise that a student needs to evolve his own value system, develop a sound decision-making procedure based upon his values, evaluate alternatives in the marketplace and get the best buys for his money, understand his rights and responsibilities as a consumer in our society, and fulfill his role in directing a free enterprise system. A consumer education curriculum guide, teacher's kit, and four inservice ETV programs have been prepared to assist teachers and students in this learning adventure. This teacher's guide presents an overview of the curriculum, stating objectives and procedures; a bibliography

of supplementary readings and multimedia kits; pre and post tests for each of the five units; and the units themselves. Unit One: General Principles of Consumer Purchasing. Unit Two: Consumer Credit (Types of credit, when and where to borrow money). Unit Three: General Principles of Fraud, Quackery, and Deception. Unit Four: Consumer Laws and Services. Unit Five: Consumer Rights and Responsibilities. Each unit states generalizations, concepts, objectives, teaching strategies, and includes a bibliography. (JMB)

ED 076 475 SO 005 677

Trejo, Francisco
Chicano Bibliography.
Minneapolis Public Schools, Minn. Task Force on Ethnic Studies.
Pub Date Mar 72
Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, *Bibliographies, Literature, *Mexican Americans, Minority Groups, Political Science, Sociology
Identifiers—Chicanos

Over one-hundred and fifty citations of books, journals and a few dissertations dating from 1938 to 1971 (the majority of which were published in the 1960's) are included in this bibliography focusing on the Chicano. The broad scope deals with Mexicans in America in general, with social, economic, political, and educational problems of this minority group, and with Mexican history. Author entries, arranged alphabetically, are grouped under the major headings of education materials, high school materials, history of Mexico, literature, political science, Pre-Columbian history, sociology, and South West history. In addition to the above, a list of Chicano journals, newspapers, and reference materials is given. (SJM)

ED 076 476 SO 005 697

Noir, Virginia

Try It - You'll Like It. A "Mixed Bag" of Information on American Culture of the 1920's and 1930's.

Pub Date 1 Jan 73

Note—23p.

Available from—Virginia Noir, 34 Franklin Street, East Orange, New Jersey 07017 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Culture, Annotated Bibliographies, Bibliographies, Cultural Education, Interdisciplinary Approach, Library Instruction, Research Methodology, Resource Guides, Secondary Grades, *Social Studies, Student Research, Study Guides, *United States History

Subtitled "A 'Mixed Bag' of Information on American Culture of the 1920's and 1930's," the resource guide was prepared by a librarian to stimulate student interest in studying this period in United States History and to provide the social studies teacher with suggestions for student research. Introductory material encourages students to approach a social studies assignment with a positive attitude, to look beyond the school library for resources, and to browse for ideas. A check list offers a step by step outline of a search procedure. The body of the guide is arranged according to the Dewey Classification system, which is instructional in the use of libraries and encourages browsing. Topic Ideas are listed within each major and sub area, providing more than one hundred suggestions for projects, research reports, and reading areas. An examination of the period through this guide offers an interdisciplinary approach to life and the times: the history, industry and commerce, sociology, creative arts, culture, science and technology. The guide is suitable for both the junior and senior high school level. Short bibliographies are listed with most of the sections. The accompanying Mini Bibliography provides reference to fictional works of and about the period, annotated non-fictional works, and some audiovisual materials. (JMB)

ED 076 477 SO 005 698

Brown, Paul L. Presbie, Robert J.

The Conversion of a Public Elementary School to a Reinforcement-Oriented Environment with 9 Hours of In-Service Training.

Pub Date Apr 72

Note—6p.; Paper presented at the Eastern Psychological Association (43rd Annual Meeting, Boston, April, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, *Behavior Change, Behavior Patterns, Classroom Communication, Conditioned Response, Elementary Grades, *Inservice Teacher Education, Learning, *Psychology, *Reinforcement, Teacher Attitudes, Teacher Behavior, *Verbal Operant Conditioning

Identifiers—*Eastern Psychological Association

Following nine hours of training in behavioral psychology, the faculty members of an 800 pupil elementary school were applying operant techniques with no further apparent need of consultation with the instructors. Twenty-two teachers were enrolled in an inservice training course entitled "Behavior Modification Procedures for the Elementary School Teacher." Teachers were shown color slides illustrating actual classroom use of operant conditioning procedures, were asked to count their own verbal praise for a twenty minute period each day during the course, and were required to prepare a transparency showing daily count of pinpointed child behavior the teacher was dealing with (hitting, talking spontaneously, leaving seat, thumbsucking, etc.). As the sessions progressed, teachers began consulting and working together on group contingencies and children they instructed in common. Group discussions, positive attitudes among the teachers, visual representation of behavior change, increased praise of satisfactory behavior and teacher cooperation were the contributing factors to the success of the program. (JMB)

ED 076 478 SO 005 804
Selected Bibliography of Yugoslav Educational Materials. Volume 8, Number 3, 1972.

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-56084-03

Pub Date 73

Note—56p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, *Comparative Education, Educational History, Educational Legislation, *Educational Practice, Educational Problems, Educational Research, *Educational Resources, Elementary Education, Foreign Countries, Higher Education, Physical Education, School Statistics, *School Systems, Secondary Education, Teacher Education, Technical Education

Identifiers—*Yugoslavia

This English translation of an annotated bibliography providing information about Yugoslavia educational resources and school systems contains ninety-seven book and article citations which appeared during 1972. Contents include the following topics and areas of educational interest; history, research, and the development of education; school reform; teacher education, and various levels of the schools and institutions. Curricula, audiovisual aids, motivation, physical education, educational problems, hostels, management, legislation, and educational statistics are also covered. The bibliography, one of a series prepared, translated, and published for the U. S. Office of Education, is typically arranged. Numbered entries are arranged alphabetically by author within the major topics. A related document is ED 067 322. (SJM)

ED 076 479 SO 005 826

American Studies.

Central Point School District 6, Oreg.

Pub Date Jun 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Studies, Citizenship Responsibility, Curriculum Guides, *English, Grade 11, Inquiry Training, Interdisciplinary Approach, Resource Guides, Secondary Grades, *Social Studies

Offering a program for uniting English with social studies, this curriculum guide for 11th grade American studies helps students develop into responsible, informed, capable citizens. The integrated approach of the social sciences, humanities, history, literature, writing, art, music, speech, and fields related to science and technology emphasizes the development of skills, concepts, attitudes and behaviors. Ten major units, each offering at least three major options,

range in approach from interpretive model structures to orthodox narrative to research projects; span from pre-constitution to the 1970's; and vary in content from novel to brainstorming to creative expression. Techniques, resources and objectives are multi-level to accommodate individual variation in maturity and ability. Two periods of classroom time are set aside for the program. A selected listing of resources concludes the guide. (Author/SJM)

ED 076 480 SO 005 842

Bennett, Louise B., Ed.

Understanding China Newsletter. Volume 9, Number 2.

American Friends Service Committee, Ann Arbor, Mich. Understanding China Committee.

Pub Date Mar 73

Note—8p.

Available from—Project on Asian Studies in Education, 300 Lone Hall, University of Michigan, Ann Arbor, Michigan 48104 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chinese Culture, *Foreign Countries, *Foreign Policy, Foreign Relations, *Newsletters, Non Western Civilization, World Affairs

Identifiers—*China

Published bi-monthly by the Understanding China Committee, the Newsletter aims to report and interpret what is happening in China; to evaluate developments in U. S. policy toward China; and to encourage United States and Chinese cooperation. Typical issues include an editorial page and several essay-type articles concerning the People's Republic of China that deal generally with social, economic, and political facts relevant to everyday life in China and, more specifically, with Marxist and Maoist philosophy, war and peace, and foreign policy. Past issues provided annotated bibliographies, book reviews, resources for teaching a course on China, and special reports by the editors. This issue includes articles on China's Third World policy; how the Chinese drug problem was solved; study groups in China; and an American view on the factory conditions in China. For an annual subscription a contribution of \$3.00 or more is requested. A free sample copy will be sent if a long, stamped, self-addressed envelope is enclosed with the request. (SJM)

ED 076 481 SO 005 845

Bronwell, Arthur B.

Idea Logistics and Dynamics. Final Report.

Connecticut Univ., Storrs.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No.—008718

Pub Date Apr 73

Grant—OEG-1-71-0071(509)

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Change Agents, *Creative Development, *Developed Nations, Engineering, *Futures (of Society), Institutional Research, Methods Research, National Programs, Philosophy, Productivity, Professional Associations, *Social Change
Identifiers—Creative Dynamics, *Europe, Ideas, United States

It is the basic premise of this study that advanced societies are becoming too heavily impacted in archaic idea logistics and consequently tend toward stagnation. A profound transformation is developing, however, in the emergence of philosophically oriented idea logistics and radically new concepts of institutional organization which could enable nations to sustain continuously high creative momentum and to have vastly greater capacity to deal wisely with the dynamics of change. This project is a study of the emerging development of such philosophically exploratory methodologies and institutions in Europe and the United States. (Author)

ED 076 482 SO 005 847

Sample Examination Questions. Grade 7 Social Studies: Our Cultural Heritage; Grade 8 Social Studies: United States History.

New York State Education Dept., Albany.

Pub Date Jun 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, Colonial History (United States), Constitutional History, *Cul-

tural Background, Diagnostic Tests, Essay Tests, Grade 7, Grade 8, History Instruction, Objective Tests, Reconstruction Era, Revolutionary War (United States), Secondary Grades, *Social Studies, *Student Testing, *Tests, *United States History, Western Civilization

This booklet contains questions related to the 7th and 8th grade "Our Cultural Heritage" and "United States History" programs in New York State. It is intended to aid in evaluation, a necessary step in the learning process for both diagnostic and measurement purposes. In addition, this resource can be used as a teaching aid since a single question might serve as a motivating device to focus attention on a specific topic. Questions can also serve as focus points for long-term assignments, research projects and classroom discussions. There are both objective and essay questions. While the questions provided attempt to represent a comprehensive sample of the course of study, not every area of the syllabus is covered by a number of questions exactly proportional to the importance of that area. Teachers are encouraged to use the booklet selectively, and supplement it with other questions to obtain a well balanced test. Teachers are cautioned about teaching to the test, and are reminded that any written test measures only a portion of the desirable outcomes of the course. ED 065 437 is the bulletin that describes these courses. (Author)

ED 076 483 SO 005 878

Visual Arts Handbook. A Directory of Resource Materials.

New York Education Dept., Albany. Bureau of Art Education.

Pub Date 73

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art, *Art Education, Bibliographies, Certification, Directories, Elementary Grades, Fellowships, Grants, Information Sources, Resource Guides, Secondary Grades, State Programs, Teacher Education, *Visual Arts

Identifiers—New York

This handbook contains a wide variety of material which has been compiled into one publication as an easy reference for the art teacher. It will be particularly valuable to the new teacher and to the college student preparing for a career in art education. Though much of the handbook is relevant only to New York State, other sections are of general application. Included in the publication are sections dealing with services available from the New York Bureau of Art Education, the visual arts programs in New York schools, certification requirements, New York colleges with approved and registered art education programs, awards, and fellowships available to the art teacher, New York locations of BOCES communication centers, art museums, galleries, and historical landmarks related to the visual arts, a bibliography of art and art education books, and a complete directory of producers and distributors of visual materials for the art teacher. (Author)

ED 076 484 SO 005 879

Economic Education Experiences of Enterprising Teachers. Volume 10.

Joint Council on Economic Education, New York, N.Y.

Pub Date 73

Note—120p.

Available from: Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$1.75)

Document Not Available from EDRS.

Descriptors—Classroom Research, *Curriculum Development, Curriculum Research, *Economic Education, Educational Development, *Educational Programs, *Educational Strategies, Elementary Grades, Experimental Programs, Higher Education, Instructional Innovation, Program Descriptions, School Districts, Secondary Grades, *Social Studies Units, Teaching Techniques

Identifiers—*Kazanjian Foundation Awards

This volume contains twenty-one innovative economic education experiences which were selected from the 1971-72 entries in the Kazanjian Foundation Awards Program for the teaching of economics. In these short articles teachers describe in an orderly fashion their programs of

originality, the class situation, scope and sequence, goals, motivational devices, teaching techniques, student work, culmination of the unit, and offer evaluative techniques. Effective teaching techniques offered are broad in scope—varying from teaching through simulation to computer-managed instruction to using a historical novel as a basis for teaching economics. The booklet is arranged in five chapters, each describing programs for a particular educational level from kindergarten to university. In addition to the major articles a section entitled "Good Ideas in Brief" is included at the end of each chapter containing descriptions of economic teaching strategies. This volume provides a cumulative index to volumes 1 through 9, arranged by grade level. Related documents are ED 053 003 and ED 066 400. (SJM)

ED 076 485 SO 005 910

Joseph, A., Ed.

Indian Educational Material. Annotated Quarterly Bibliography. Volume 7, Number 2, (Period Covered April-June 1972).

Indian National Scientific Documentation Centre, Delhi.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-51009-02

Pub Date Jun 72

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Bibliographies, *Comparative Education, Educational Administration, Educational Development, Educational Practice, Educational Problems, Educational Research, Educational Strategies, Evaluation Methods, *Foreign Countries, Indexes (Locators), *Public Education, Teacher Education, Teaching Methods, Technical Education, Vocational Education, Womens Education

Identifiers—*India

One hundred and forty nine abstracts of articles appearing in periodicals and newspapers make up this quarterly publications on education in India. Many topics are covered, some of which are: adult education, finance, guidance and counselling, moral education, physical education, and technology. A second longer section is on technical education. The document is alphabetically arranged first by subject then by author. Some related documents are: ED 041 683, ED 043 437, ED 049 989, ED 067 334, and SO 005 474. (OPH)

ED 076 486 SO 005 913

South Asia: A Selected Functional and Country Bibliography.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date Jul 71

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Art, Asian History, *Bibliographies, *Developing Nations, Economic Progress, *Foreign Culture, Foreign Relations, Human Geography, Literature, Modern History, Non Western Civilization, Periodicals, Politics, Religion

Identifiers—*South Asia

This series of bibliographies was prepared for use in training programs. Primary emphasis is in the selection of items was given to materials in the library of the Foreign Service Institute. Preference was given to the more recently published materials in order to highlight the most current studies and to ensure a balanced presentation of differing viewpoints on an issue. The document, which contains over 500 citations, most of which are dated between 1952 and 1971, is divided into the following sections: 1) Bibliographies; 2) Physical and Human Geography; 3) General History; 4) India; 5) Pakistan; 6) Afghanistan; 7) Ceylon; 8) Nepal and the Himalayan Area; 9) Regional Security; 10) Art and Literature; and 11) Periodicals. The sections on individual countries include citations on religion, philosophy, ethics, social customs, politics, education, and international relations. Others in the series are: SO 005 914 through SO 005 919. (OPH)

ED 076 487 SO 005 914

Southeast Asia: A Selected Functional and Country Bibliography.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date Nov 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Archaeology, *Area Studies, Art, Asian History, *Bibliographies, Communism, Economics, *Foreign Culture, Foreign Relations, Geography, Governmental Structure, Literature, Middle Eastern History, Non Western Civilization, Periodicals, Politics

Identifiers—*Southeast Asia

This bibliography, which contains approximately 500 citations dated between 1952 and 1972, is one of a series on various areas of the world. Countries included in this bibliography on Southeast Asia are: Australia, Burma, Cambodia, Indonesia, Laos, Malaysia and Singapore, New Zealand, the Philippines, Thailand, Viet-Nam, Western Samoa and the South West Pacific. Some of the subjects covered include geography, history, economics, international relations, government, art and archaeology. For a description of the series see SO 005 913. Other related documents are SO 005 915 through SO 005 919. (OPH)

ED 076 488 SO 005 915

Near East and North Africa: A Selected Functional and Country Bibliography.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date May 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African Culture, African History, Arabs, *Area Studies, Art, Asian History, *Bibliographies, *Developing Nations, Economic Progress, *Foreign Culture, Foreign Relations, Geography, Islamic Culture, Library Collections, Literature, Middle Eastern Studies, Non Western Civilization, Periodicals, Politics

Identifiers—*Near East, North Africa

This selected bibliography focuses on the Near East and North Africa. Among the topics covered are: Documentary Collections, History, Politics, and International Relations, Islam and the Islamic World, the Arabs, Geography, Art, Literature, Education and Sociocultural Patterns, and Economics, Labor and Oil. An introduction to the series is in SO 005 913, and SO 005 914-SO 005 919 are related documents. (OPH)

ED 076 489 SO 005 916

Africa, Sub-Sahara: A Selected Functional and Country Bibliography.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date Jan 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African Culture, African History, African Literature, *Area Studies, Art, *Bibliographies, Colonialism, Communism, Demography, *Developing Nations, Economic Development, Education, *Foreign Culture, Foreign Relations, Labor Unions, Non Western Civilization, Political Influences, Politics, Religion, Rural Development

Identifiers—*Sub Sahara Africa

Sub-Sahara Africa is covered in this bibliography prepared for use in training programs. Consisting of nearly 500 citations which date from 1940 to the present, topics covered include: POPULATION, Traditional Cultures, Religion, Art, Literature, History, Colonialism, Economic Development, Agricultural Modernization, Education and Manpower, Urbanization, Labor, the Military, Communism, Political Systems, Public Administration, Local Government and Politics; and International Relations. A brief introduction to the series is given in SO 005 913. Other documents in this series are: SO 005 914 to SO 005 919. (PH)

ED 076 490 SO 005 917

Latin America: A Selected Functional and Country Bibliography.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date Apr 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, American Literature, Archaeology, *Area Studies, Art, *Bibliographies, Communism, Cultural Background, *Developing Nations, Economic Development, *Foreign Culture, Foreign Relations, Geography, Governmental Structure, *Latin American Culture, Politics, Religion

Identifiers—*Latin America

This bibliography, one of a series prepared for use in training, has as its main topic Latin America. It is divided into two main sections. The first includes general information about Latin America—history, government, education and intellectual trends, military, religion, the arts, and international relations. The second contains sections on each of the Latin American Countries, which includes citations on history and general background, the economy, government and political dynamics, and international relations. There is a list of additional bibliographies and an author index completing the document. Other bibliographies in this series are SO 005 913 to SO 005 919. (OPH)

ED 076 491 SO 005 918
Western Europe: A Selected Functional and Country Bibliography.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date May 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, *Bibliographies, Economic Climate, Economic Status, *European History, *Foreign Culture, Foreign Policy, Human Geography, Modern History, National Defense, Periodicals, Political Issues, Political Power, Western Civilization
Identifiers—*Western Europe

This bibliography of approximately 300 citations dating from 1959 is concerned with Western Europe. It is divided into five main sections: 1) Historical Perspective; 2) European Unity; 3) The Atlantic Alliance; 4) Country References; and, 5) Selected Periodicals. For information on the series see SO 005 913. Other bibliographies related to this one are SO 005 914 through SO 005 919. (OPH)

ED 076 492 SO 005 919
Eastern Europe and the U.S.S.R.: A Selected Functional and Country Bibliography.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date Jul 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, *Bibliographies, *Communism, *Developing Nations, European History, *Foreign Culture, Human Geography, Modern History, Periodicals
Identifiers—*Eastern Europe, Union of Soviet Socialist Republics (U.S.S.R.)

This document, which contains over 500 citations, has as its main emphasis Eastern Europe and the U.S.S.R. It is divided into the following main sections: 1) The Ideology and Nature of Communism; 2) International Communication; 3) The Soviet Union, with sections on its people and land, historical background and the formation of the U.S.S.R.; 4) The Evolution of the U.S.S.R. politically, militarily, economically, and artistically; 5) Communist Eastern Europe, historical background, and a section on Post World War II; 6) Selected Countries; 7) International Relations; and 8) Periodicals. Within each section the citations are arranged alphabetically by author's name. For a description of the series see SO 005 913. Others in the series are SO 005 914 through SO 005 919. (OPH)

ED 076 493 SO 005 920
Fox, Thomas E. Hess, Robert D.
An Analysis of Social Conflict in Social Studies Textbooks. Final Report.

Stanford Univ., Calif. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-1-116

Pub Date Dec 72

Contract—OEC-9-72-0007

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographic Citations, Content Analysis, *Curriculum Research, Ecological Factors, Economic Factors, Grade 3, Grade 5, Grade 9, Literature Reviews, Political Socialization, Racial Factors, Research Methodology, Social Attitudes, *Social Problems, *Social Studies, Textbook Bias, *Textbook Evaluation

The purposes of this study are to describe and evaluate the ways in which social conflict associated with racial, economic, political and ecological policies and practices are presented in

social studies textbooks for grades three, five and nine. Using a five-step content analysis scheme fifty-eight textbooks adopted for 1971-72 by eight states across the country were analyzed. It was found that 21% of the paragraphs in grade three texts, 9% of grade five and 48% of grade nine were devoted to the four problem areas. The total references to social conflict in conjunction with the areas was 1%, 3%, and 2% respectively. Social conflict is invariably presented as being of low intensity, and in most cases as if it were imminently resolvable if not already resolved. Notable exceptions were found in fifth grade treatments of racial and ecological issues. Social conflict is consistently presented in negative terms. In presenting an unrealistic view of society which stresses harmony and consensus while minimizing references to social problems and defects, social studies textbooks fail to take into account the socio-civic knowledge and attitudes of children—as well as their potential for cognitive and affective growth in these areas. (Author)

ED 076 494 SO 005 933

Ehrman, Edith Morehouse, Ward

Students, Teachers, and the Third World in the American College Curriculum. A Guide and Commentary on Innovative Approaches in Undergraduate Education. Occasional Publication No. 19.

Council for Intercultural Studies and Programs, New York, N.Y.; New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-7718

Pub Date Nov 72

Contract—OEC-0-70-4943

Note—97p.

Available from—New York State Education Department, Foreign Area Materials Center, Albany, New York (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Culture, Area Studies, Asian Studies, *Developing Nations, *Foreign Countries, Higher Education, *Instructional Innovation, *International Education, Non Western Civilization, Teaching Guides, *Teaching Techniques, Undergraduate Study
Identifiers—*Third World Studies

The purpose of this publication, which is experimental in nature, is to identify important innovations in undergraduate study of Asian and African societies, traditions specifically and the Third World somewhat more generally, and to encourage more interest and dialogue in the imaginative study of the Third World. The publication is arranged into two major parts. The first part provides commentaries and speculation on the study of the Third World, pointing out some of the unexploited opportunities for innovation. Innovative approaches and some illustrations for studying the Third World are offered in the second major part. Innovations described include computer assisted instruction, simulations and games, audio-visual media, different kinds of roles which faculty members can play, using students as teachers and architects, different approaches to language-learning, and using the world as a classroom in overseas study programs. (SJM)

SP

ED 076 495 SO 005 888

Mathieson, Moira B.

Drug Education: An Annotated Bibliography.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Contract—OEC-0-8-080490-3706(010)

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alcohol Education, *Drug Abuse, *Drug Education, *Drug Legislation, Lysergic Acid Diethylamide, Narcotics

This bibliography consists of a total of 215 entries dealing with drug education, including curriculum guides, and drawn from documents in the ERIC system. There are two sections, the first containing 130 annotated citations of documents and journal articles, and the second containing 85

citations of journal articles without annotations, but with the index terms used in the system. (MBM)

ED 076 496 SP 006 033

Amidon, Edmund J. Rosenshine, Barak

Interaction Analysis and Microteaching in an Urban Teacher Education Program. A Model for Skill Development in Teaching.

Pub Date Feb 68

Note—26p.; Paper presented at the Convention of the American Educational Research Association (Chicago, Illinois, February 1968)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Programs, *Interaction Process Analysis, *Microteaching, *Preservice Education, Skill Development, Teacher Behavior, Teacher Education, Urban Education

A new model for in-service and preservice teacher training programs has been developed. The Skill Development in Teaching (SKIT) was suggested by recent research combining two teacher training techniques developed in the past decade, Interaction Analysis and Microteaching. Some educators who have worked with both Interaction Analysis and Microteaching have felt that they are compatible and even complementary. The proposed SKIT model is an attempt at combining significant aspects of the two techniques in a model for maximally effective skill training programs. Skill sessions, which emphasize various teaching behaviors to be practiced, are an integral part of the SKIT program: Orientation Practice helps teachers learn how to prepare their students for subsequent activity; acceptance of student feeling as well as student ideas is another skill that is taught; also, through skill sessions, teachers are taught question skills which involve answering cognitive, convergent, divergent, and evaluative questions. (Author/JB)

ED 076 497 SP 006 041

Youth Camp Safety Standards. Hearings before the Select Subcommittee on Labor of the Committee on Education and Labor. House of Representatives. Ninety-Second Congress, First Session on H. R. 1264. H. R. 2302, H. R. 6055, H. R. 6493, and H. R. 8499.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 71

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Accidents, *Camping, *Health Guides, *Legislation, *Safety, State Federal Support, State Programs, Surveys

This report provides the hearings on and texts of bills H. R. 1264, H. R. 2302, H. R. 6055, H. R. 6493 and H. R. 8499, which provide federal leadership and grants to the states for developing and implementing programs for youth camp safety and for developing a study of the extent and enforcement of state laws and regulations governing youth camps. (Author/JA)

ED 076 498 SP 006 254

Cluff, Robert B. Smith, Charles W.

Humanizing the Testing Aspect of Evaluation.

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Pretests, *Student Testing, Teacher Education, Teaching Techniques, *Test Construction, *Testing, *Test Reliability, Test Results, *Test Selection

This paper presents guidelines for valid and effective test preparation and presentation. Working on the assumption that teacher secrecy about tests and the subsequent student test-fear are pointless and harmful, this paper outlines some tools for test preparation, such as pretests, teacher file cards as to items covered in class and clearly outlined course objectives. Also covered are some principles to be considered in preparing tests—such as, for a test to be valid, questions must be in line with what was actually taught. The paper concludes that tests must be more humanly conceived, but they still must not be thought of as ends in themselves. (JA)

ED 076 499 SP 006 259

School Leadership. Report Number Seven. Commission on Public School Personnel Policies in Ohio.

Commission on Public School Personnel Policies in Ohio, Cleveland.

Pub Date Feb 73

Note—47p.

Available from—Commission on Public School Personnel Policies in Ohio, 736 National City Bank Building, Cleveland, Ohio 44114 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Leadership Training, Management Development, Personnel Management, *Personnel Policy, *School Organization, School Personnel, *School Planning

This report on school leadership is based primarily on 2 years of general and particular observation of the organization of schools made by the Commission on Public School Personnel Policies in Ohio. The report also took into account several surveys and analyses by educators and other organizations concerned with public schools. The objective of the research was to investigate ways of improving public school education within the scope of personnel policies. Some of the main points under investigation were a) accountability, b) the profession of teaching, c) a plan for school organization, d) the training of school leaders, and e) guidelines for improving educational leadership in school districts and universities. Some of these guidelines included a) assessment of the functions of group leaders, subject specialists, curriculum coordinators, assistant principals, and school psychologists; b) establishment of the principal as the educational leader of the school concerning student-teacher relationships, staff selection, and budget limitations; and c) provisions for administrative leadership training at the university level. An appended article stresses the need for teacher evaluation to assist in the areas of subject matter, individualized instruction, and student-teacher interactions.) (BRB)

ED 076 500 SP 006 260

Time and Opportunity. The School Year. The Fifth Report of the Commission on Public School Personnel Policies in Ohio.

Commission on Public School Personnel Policies in Ohio, Cleveland.
Pub Date Jun 72
Note—59p.

Available from—Commission on Public School Personnel Policies in Ohio, 736 National City Bank Building, Cleveland, Ohio 44114 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Experimental Programs, *Extended School Year, *Flexible Schedules, *Flexible Scheduling, Learning, Scheduling, *School Calendars, School Planning, *School Schedules, Student Behavior

Identifiers—Ohio
This fifth report of the Commission on Public School Personnel Policies in Ohio approaches the question of the 180-day, 2-semester, set school calendar. The commission recommends a thorough examination of the possible benefits of a change in the scheduling of the school year. Several underlying reasons are identified: a) the traditional school year grew out of the economic needs of society, rather than the educational needs of children; b) the traditional summer vacation promotes inactivity, boredom, and, subsequently, criminal misbehavior for some, while with teachers there is a limitation of the professional and financial aspects of teaching due to the summer layoff; and c) the current, rigid school year ignores the fact that children learn in different ways and at different rates. This report reviews the Atlanta Four Quarter Plan and other possible alternatives and recommends that the Ohio State Department of Education initiate a pilot program based upon a consortium of contiguous school districts representing central city, suburban, and rural areas. Appendixes include additional calendar options and a section on calendar planning in Ohio. (JA)

ED 076 501 SP 006 261

Teacher Tenure. The Second Report of the Commission on Public School Personnel Policies in Ohio.

Commission on Public School Personnel Policies in Ohio, Cleveland.
Pub Date Sep 71
Note—37p.

Available from—Commission on Public School Personnel Policies in Ohio, 736 National City Bank Building, Cleveland, Ohio 44114 (\$0.75 single copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Contracts, *Job Tenure, Teacher Characteristics, *Teacher Dismissal, *Teacher

Employment, Teacher Retirement, Teacher Welfare, Teaching Quality, *Tenure
Identifiers—Ohio

This second report of the Commission on Public School Personnel Policies in Ohio is concerned with teacher tenure in the state of Ohio and need for changes in the tenure law. The basic positions of the commission are that teachers should be protected against arbitrary and unwarranted action by their employers but that professional incompetence cannot be tolerated for any reasons. Tenure should not be viewed as guaranteed life employment, according to the commission; it has been viewed as such because little effort has been made to terminate continuing contracts for cause. This commission report stresses the need for physical and mental health in teachers, certified by examinations, and the possible need for changes in a teacher's continuing status (presently, continuing status ends at age 70, but a survey of superintendents indicated performance decline for teachers of advanced age). This report suggests possible mandatory retirement at 65, with the option for valuable teachers to remain on a part-time basis. This report also supports Ohio law that does not require that teachers with limited contracts be given reasons for dismissal. Appendixes include sections on certificate and contracts of Ohio public school teachers and on tenure in other states. (Related document is SP 006 262.) (JA)

ED 076 502 SP 006 262

Organizing for Learning. A Report of the Commission on Public School Personnel Policies in Ohio.

Commission on Public School Personnel Policies in Ohio, Cleveland.
Pub Date Jun 71
Note—59p.

Available from—Commission on Public School Personnel Policies in Ohio, 736 National City Bank Building, Cleveland, Ohio 44114 (\$0.75 single copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Teachers, *School Organization, *School Personnel, *Staff Improvement, *Staff Utilization, State Aid, State Programs, *Teacher Education

This first report of the Commission on Public School Personnel Policies in Ohio sets forth a course of action to improve student learning by better use of teaching staffs. The most important needs of the children are determined to be an individual capacity for problem solving (the development of this skill must begin with a mastery of "the three Rs") and the ability to live and interact successfully with a variety of other persons. This report includes chapters on matching the capabilities of teachers with the needs of the students, the role of the state in education, and the improvement of instruction through common planning and peer influence. Recommendations of this report include adopting staffing plans for individualized instruction, capitalizing on the differing talents of teachers, and directing the needed guidance of the Ohio State Department of Education towards the school districts for better use of school personnel. (Related document is SP 006 261.) (JA)

ED 076 503 SP 006 263

Organizing for Learning II: Paths to More Flexible Staffing. The Third Report of the Commission on Public School Personnel Policies in Ohio.

Commission on Public School Personnel Policies in Ohio, Cleveland.
Pub Date Jan 72
Note—67p.

Available from—Commission on Public School Personnel Policies in Ohio, 736 National City Bank Building, Cleveland, Ohio 44114 (\$0.75 single copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, Experimental Programs, Flexible Progression, Inservice Teacher Education, Instructional Staff, *Staff Role, *Staff Utilization, Teacher Programs, *Teacher Role

Identifiers—Ohio
This third report of the Commission on Public School Personnel Policies in Ohio follows up on its first report (SP 006 262) which recommended that school districts build flexible staffing arrangements into their own school organizations. This report centers on descriptions of flexible

staffing arrangements made in the Ohio schools. Flexible staffing is defined as a group of teachers working cooperatively to determine the learning needs of a group of students and to determine plans to help those needs. The two common patterns of flexible staffing are described as team teaching and differentiated staffing (in which there is a variety of roles on each instruction team). The report reviews problems of cost, physical facilities, in-service training, and implementation strategies. Appendixes include information sources, project summaries, and a superintendents' survey. (JA)

ED 076 504 SP 006 264

Teacher Evaluation to Improve Learning. The Fourth Report of the Commission on Public School Personnel Policies in Ohio.

Commission on Public School Personnel Policies in Ohio, Cleveland.
Pub Date Mar 72
Note—60p.

Available from—Commission on Public School Personnel Policies in Ohio, 736 National City Bank Building, Cleveland, Ohio 44114 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Evaluation, *Effective Teaching, *Evaluation Needs, *Evaluation Techniques, School Organization, Teacher Behavior, *Teacher Evaluation, *Teacher Improvement

This is the fourth report of the Commission on Public School Personnel Policies in Ohio to educators and the general public. The report is based on a survey of school superintendents, principals, teachers, and personnel directors in over 50 districts throughout the state. The report focuses on the need for teacher evaluation and the actions required to meet these needs. The report reviews various techniques for evaluation, basic training considerations for evaluators, aspects of improving skills of present evaluators, and general points for organizing evaluations. Some of the recommendations made by the Commission are a) school administrators should demonstrate competencies in the application of principles of sociology and psychology; b) course offerings should be reevaluated, establishing a priority for the development of skills used in teacher evaluation; c) pilot programs for improving skills of present evaluators should be established by school districts in conjunction with the Ohio State Department of Education; and d) ways for improving evaluation should be investigated by redefining the role of principal, organizing schools along plans of flexible staffing, and expanding the role of the department chairman to include evaluation. The appendix presents a description of the following forms of teacher evaluation: microteaching, interaction analysis, nonverbal teacher behavior category system, the Student Opinion Questionnaire, Style of Teaching Inventory, and About My Teacher questionnaire. (BRB)

ED 076 505 SP 006 335

O'Connell, Mary Ann Dusewicz, Russell A. Effectiveness of 4-C Manpower Training Program for Entry Participants.

Pub Date [72]
Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Workers, Child Development, *Educational Programs, *Manpower Development, *Paraprofessional School Personnel, Parent Education, Preschool Education, *Teacher Aides

The 4-C Manpower Training Entry Level Course at West Chester State College, Pennsylvania prepared persons with no prior experience for work as teaching aides in day care or preschool settings. The course also provided information on parent education. A total of 35 participants were enrolled in the initial 2 program years. The Entry Level Course was divided into three phases: phase I consisted of a 30-hour seminar on the concepts of child development; phase II was a practicum done in a day care or child development center setting; and phase III assisted the course participant when she returned to her daily working situation. Evaluation of the program was based on pre- and posttest data from the Knowledge of Infant Development Scale. This Scale measured basic knowledge of concepts and terminology in child development. Results showed statistically significant gains for each program year. (BRB)

ED 076 506 SP 006 336

Henson, Kenneth T.
An Approach to Performance Based Teacher Education.

Indiana State Univ., Terre Haute. School of Education.

Pub Date [71]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Education Courses, *Experimental Curriculum, *Peer Teaching, *Preservice Education, *Teacher Education, *Teacher Education Curriculum

The experimental program in teacher education at Indiana State University was divided into four phases. Phase I, Course Introduction, pursued ideas of concept teaching, lesson plan formulation and lesson critiques. Phase II was devoted entirely to peer teaching. Prelesson planning and postlesson discussion augmented the one class hour each student had to teach in his specialty. Phase III was devoted to nonteaching skills, and Phase IV was aimed at nonteaching majors. In the future the program will continue operating as an experimental program. (JA)

ED 076 507 SP 006 338

Longo, Paul
Pupil Control As an Institutional Pattern.

Pub Date [72]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *Classroom Environment, *College Teachers, *Cooperating Teachers, *Discipline Policy, *Dogmatism, *Preservice Education, *Teacher Attitudes, *Teaching Techniques

This study of pupil control attitudes was based on the assumption that public school teachers and college education instructors hold divergent views on pupil control. These divergent views would then be imposed on the preservice teachers. The Pupil Control Ideology (PCI) Scale and the Dogmatism Scale, Form E, were randomly distributed to 100 teachers from the education department at Queens College, New York and 100 cooperating teachers in the public schools. Each of these groups was divided into early childhood, elementary, and secondary subgroups. Three hypotheses were tested: I-college teachers would register a more humanistic approach to pupil control on the PCI; II-significant differences would appear among similar college and public school subgroups but not among subgroups within the college itself; and III-a positive relationship would be shown between dogmatism and pupil control. Results showed confirmation of Hypotheses I and III; Hypothesis II was not confirmed. (The results of the study are discussed, stressing a need for agreement among college instructors and cooperating teachers on pupil control.) (BRB)

ED 076 508 SP 006 339

Kiesow, Milton A.
Career Education for Prospective High School Teachers.

Pub Date [72]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Planning, *Goal Orientation, *Guidance Programs, *Occupational Choice, *Preservice Education, *Secondary Education, *Vocational Counseling, *Vocational Development

This article emphasizes the need for preparing preservice students in teacher education for effective participation in the high school classroom and for membership on a guidance team. The article includes a) basic questions used to determine the readiness of students to facilitate career development, b) a professional approach to effective teacher preparation, c) a validation of objectives, d) essential strategies and competencies for prospective high school teachers, and e) a tentative format for an interdisciplinary program involving all students preceding initial certification. Reported is the program's investigation of five areas: a) the meaning of career education, b) the employment market, c) career planning, d) sources of job information, and e) the role of the teacher in providing career guidance for students. Specific activities to accomplish the investigation of these areas are given. Two pages of references are included. (BRB)

ED 076 509 SP 006 352

Hearn, D. Dwain, Ed. And Others
Current Research and Perspectives in Open Education: A Research Review From EKNE.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C.; ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Contract—OCD-05-70-166

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, *Early Childhood Education, *Educational Research, *Elementary Education, *Open Education, *Professional Personnel, *Progressive Education

This document stimulates further study of open education. The publication is an edited version of selected presentations and panels of the American Association of Elementary-Kindergarten-Nursery Educators' National Research Conference on Open Education. Conference papers include the following: "Current Research in Open Informal Education," "Search and Research," "Research and Assessment Strategy," "Open Education and Internal Locus of Control," "Practical Applications of Research." Two additional papers presented by the Directors of the ERIC Clearinghouse on Early Childhood Education concern problems and issues on research on open education and preparing educational personnel for open schools. (Author)

ED 076 510 SP 006 353

Lazar, Alfred L. Orpet, Russel
The Impact of Pretesting on Learning.

Pub Date Nov 72

Note—8p.; Paper presented at the Annual Meeting of the California Educational Research Association (51st, San Jose, California, November 8-9, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Feedback, *Learning, *Pretesting, *Pretests, *Student Motivation, *Student Reaction, *Student Responsibility, *Student Testing

The purpose of this study was to investigate the impact of pretesting results on the future learning behavior of graduate students of a university. The teaching technique used was pretesting to assess student entry behavior. Considered in the study was the effect on student behavior of the instructor informing the class they had failed to meet the criterion for the mastery of some specific content which would have to be retested. The results of this study supported the hypothesis that pretesting as a teaching practice in this class influenced student behavior to seek out information after the results were made known. Student discussion after the purpose of the study was made known to them supported this conclusion. The results of the study indicate that pretesting and feedback of results can assist students in assuming responsibility for their learning. (JA)

ED 076 511 SP 006 361

Prospectus of the Prescriptive Teaching, and Diagnostic - Prescriptive Teaching Training Programs Area of Special Education.

Wyoming Univ., Laramie. Coll. of Education.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counselor Training, *Diagnostic Teaching, *Graduate Study, *Learning Activities, *Performance Based Teacher Education, *Practicums, *Special Education, *Teacher Education, *Teacher Education Curriculum, *Undergraduate Study

The undergraduate Prescriptive Teaching and graduate Diagnostic-Prescriptive Teaching training programs are designed to prepare generalist, multidiscipline teachers and school consultants to systematically and successfully intervene with problems of learning and behavior. The programs are competency based, by means of course and program performance objectives. They emphasize continuous practicum experiences, for which the demonstration of prescriptive teaching performance objective proficiency is required of each student. In terms of student demonstration of performance objective proficiency, the effects of the performance objectives are cumulative. The courses and performance objectives are

sequenced, with each course accompanied and defined by a performance objective. In addition, there is an undergraduate as well as a graduate program objective. (Included are tables with course and performance objective descriptions.) (Authors/JA)

ED 076 512 SP 006 380

Interdisciplinary Studies and Independent Study as General Education for Teachers.

Oklahoma Coll. of Liberal Arts, Chickasha.

Pub Date 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Independent Study, *Interdisciplinary Approach, *Program Content, *Program Descriptions, *Teacher Education

Identifiers—*Distinguished Achievement Award Entry

This document describes the Oklahoma College of Liberal Arts design for interdisciplinary studies (IDS) and independent studies (ID) as general education for teachers. This document covers five areas: description and development of the general education program, personnel, budget, evaluation procedures and data, and how the programs contribute to the improvement of teacher education. Each area is divided into IDS and ID information. (MJM)

ED 076 513 SP 006 384

Darcy, Natalie T., Ed.

A Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College. Volume 1.

City Univ. of New York, Brooklyn, N.Y.

Brooklyn Coll.

Pub Date Jun 71

Note—164p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Early Childhood Education, *Elementary Education, *Performance Based Teacher Education, *Program Descriptions, *Secondary Education, *Teacher Education

Identifiers—*Distinguished Achievement Award Entry

This document outlines a performance-based undergraduate program for the education of teachers at Brooklyn College. Introductory material includes an overview, assumptions, goals, special features, and desired outcomes. Described are four course-level sequences of the program: early childhood, elementary, middle schools, and secondary. A 42-item bibliography is included. (Appendixes are included in related document SP 006 385.) (MJM)

ED 076 514 SP 006 385

A Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College. Volume 2.

City Univ. of New York, Brooklyn, N.Y.

Brooklyn Coll.

Pub Date Jun 71

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Early Childhood Education, *Individualized Instruction, *Performance Based Teacher Education, *Program Descriptions, *Program Design, *School Community Cooperation, *Teacher Education

Identifiers—*Distinguished Achievement Award Entry

This volume is the second of two documents concerning a performance-based undergraduate program for teacher education at Brooklyn College. Appendixes relating to the first volume are presented. These appendixes include position papers on teaching-learning centers, the campus media center, design for counseling services and affective education, the organization of instructional teams, liberal arts, individualized instruction, experiences, evaluation, the early childhood center, the educational clinic, and the special experimental program in early childhood. (Related document is SP 006 384.) (MJM)

ED 076 515 SP 006 388

Sobel, Max A. Maletsky, Evan M.
Teaching Mathematics to the Slow Learner in the Inner City Schools.

Montclair State Coll., Upper Montclair, N.J.

Pub Date 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Field Experience Programs, *Inner City, *Mathematics Education, *Preservice Edu-

cation, *Secondary School Mathematics, *Slow Learners, Teaching Experience, *Urban Education

Identifiers—*Distinguished Achievement Award Entry

The 1972 Distinguished Achievement Award Entry from Montclair State College, Montclair, New Jersey focuses on the preparation of secondary mathematics teachers for slow learners in the inner city. Twenty students participated in the 3-week field experience program. The first week consisted of on-campus seminars which explored teaching methods appropriate for the motivation of slow learners and developed sample classroom teaching units and materials. The next 2-weeks were spent doing field work in five different inner-city schools. The participants were given the opportunity to observe, tutor, serve as teacher aides, and teach one or more full periods using the materials developed in the preceding week. The emphasis was placed on creative ways to motivate the slow learner through appropriate laboratory and experimental approaches. Evaluation of the program was implemented through questionnaires and interviews from participants, college faculty members, high school staff, and students. Results showed a favorable response to the program. Recommendations were made for the incorporation of this program into the regular preservice mathematics curriculum. (Author/BRB)

ED 076 516 SP 006 391

A Demonstration Program to Facilitate Certification Requirements for Special Education Teachers.

Cheyney State Coll., Pa.

Pub Date 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Graduate Study, Laboratory Techniques, *Laboratory Training, *Mental Retardation, Small Group Instruction, *Special Education, *Teacher Education, *Teaching Techniques

Identifiers—*Distinguished Achievement Award Entry

The Demonstration Program in Special Education is the 1972 Distinguished Achievement Award Entry from Cheyney State College, Cheyney, Pennsylvania. This laboratory-based program facilitates the attainment of certification requirements in mental retardation for postbaccalaureate students. The program is reviewed as an alternative route to certification and is developed to meet the critical need for special educators identified by the Pennsylvania Department of Education. Laboratory experiences are the focal point of the program, and there are no required courses. Passing grades are achieved after demonstration of teaching competencies. The program consists of a) 3 weeks of observing mentally retarded children in the classroom, b) 9 weeks of small group teaching in day or residential laboratory schools, and c) a full year of intern teaching. All of these experiences are followed by regular seminars, discussions, and individualized assignments. Evaluation is being implemented through a behavioral competencies rating scale, the Interpersonal Check List, a video tape analysis, and professional evaluation. (Tentative evaluation results are discussed.) (Author/BRB)

ED 076 517 SP 006 392

Governors State University Urban Teacher Education Program.

Governors State Univ., Park Forest South, Ill.

Pub Date 72

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Performance Based Teacher Education, *Program Descriptions, *Program Design, *Regional Laboratories, Teacher Education, *Urban Education

Identifiers—*Distinguished Achievement Award Entry

This competency-based teacher education program is oriented toward preparing teachers for urban schools. Assuming that student teachers must be knowledgeable about current socioeconomic factors in their working environment, this program aims at developing these competencies using learning modules, learning teams, and teacher education centers. The learning teams offer a structural field-study format, while the learning module specifies performance objec-

tives and instruction strategies. The teacher education centers are located in the community and are oriented toward direct school involvement with the working environment. (JB)

ED 076 518 SP 006 395

Competency Based Teacher Education.

Madonna Coll., Livonia, Mich.

Pub Date 15 Nov 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Field Experience Programs, Laboratory Schools, Microteaching, *Performance Based Teacher Education, *Performance Contracts, *Performance Criteria, Program Descriptions, *Teacher Education, *Teacher Education Curriculum

Identifiers—*Distinguished Achievement Award Entry

This innovative, individualized program at Madonna College is based on a systems approach to learning. The primary objective of this program is providing the students with specific competency goals and helping them to acquire these goals. The most important component of the program is a selected list of critical competencies based upon a model of individualized instruction. The procedures is as follows: each term every student in education contracts with a faculty member to develop a certain competency; microteaching, field experiences, and other simulated exercises are the media both for acquiring competencies and for evaluating the process of the student. In addition to these, there are a) a developmental program of field experiences in the various private and public schools and b) feedback from evaluations from contracts. (Appendixes include a description of teaching competencies, a definition of goals, and a copy of the competency evaluation form.) (JA)

ED 076 519 SP 006 396

Improving Instruction through Tailored Curriculum Development Programs.

Mankato State Coll., Minn. School of Education.

Pub Date 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College School Cooperation, *Curriculum Development, *School Community Cooperation, *School Community Relationship, Teacher Programs

Identifiers—*Distinguished Achievement Award Entry

This program offers a college curriculum of specially tailored courses and consultative aids for teachers in the local school system in Albert Lea, Minnesota. The plan was developed permitting teachers to contract with the University, individually or in groups, for specific projects dealing with problems in the local school system. Course credit was given in 9, 6, or 3 quarter-hour units. Coursework resulted in the creation of many pilot programs now implemented in the Albert Lea public school system. (Two appendixes are included.) (JB)

ED 076 520 SP 006 397

Field Studies Program in Elementary Education.

Lowell State Coll., Mass.

Pub Date 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Planning, Curriculum Development, Educational Innovation, *Elementary Education, *Field Experience Programs, Graduate Study, *Inservice Education, *Preservice Education, *Teaching Experience, Team Teaching

Identifiers—*Distinguished Achievement Award Entry

The Field Studies Program in Elementary Education is the 1973 Distinguished Achievement Award Entry from Lowell State College, Lowell, Massachusetts. This master's degree training program for experienced and inexperienced teachers focuses on the following objectives: a) the coordination of innovative educational programs in public and parochial schools; b) the development of classroom curriculum and instructional techniques; c) an understanding of education as a field of study encompassing psychological, sociological, philosophical, and historical dimensions; and d) the facilitation of personal growth by the participants. The Field Studies Program consists of two 6-week summer sessions and 1 year of full-time teaching and study. Summer ses-

sions consist of intensive workshops on educational environment, curriculum materials, and instructional techniques. The year-long program involves full-time classroom teaching in teams of three or four persons, participation in teaching experience workshops, and independent study of educational issues and problems. Evaluation is implemented through questionnaires and written statements by participants, new students, supervisors, and directors. (Information is included on goals of the program, budgetary considerations, program organization, and evaluation records.) (BRB)

ED 076 521 SP 006 398

The Greater Cleveland Teacher Education Centers Cooperative Support Program.

John Carroll Univ., Cleveland, Ohio.

Pub Date 72

Note—369p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—College Cooperation, *Inservice Teacher Education, *Intercollegiate Programs, *Laboratory Schools, Multimedia Instruction, *Preservice Education, Questionnaires, *Teacher Education

Identifiers—*Distinguished Achievement Award Entry

This program is designed to harness the resources of eight colleges and universities, 13 public school districts, 17 parochial and independent schools, three teacher and administrator organizations, and the Cleveland Commission on Higher Education and to direct them towards the improvement of preservice and in-service teacher education through the special facilities and programs of a network of 32 teacher education centers in Greater Cleveland. Four metropolitan-wide support systems were designed for a) training, b) information exchange and resource sharing, c) computer-based questionnaire feedback, and d) evaluation. These systems are operating in 1972-73 in direct support of school and college teams in each center. Included in this report as illustrations of the work of the project are program goals and, among the appendixes, illustrations of training material and activities, illustrative descriptions of one center in each of the five major types of centers, computer-based feedback questionnaires, and a system and membership roster. (Author/JA)

ED 076 522 SP 006 409

A Performance-Based Plan for Evaluation of Student Progress.

National Coll. of Education, Evanston, Ill.

Pub Date 15 Nov 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Course Organization, *Curriculum Development, Educational Programs, *Evaluation, Performance, *Performance Criteria, Timed Tests

Identifiers—*Distinguished Achievement Award Entry

This program outlines a plan, using a series of competency-based exams, to evaluate student progress in given courses taken at the National College of Education. It details a method by which students request and take sequential competency tests for specific course work during a term of registration. The program also outlines provisions for academic probation, course withdrawal, incompletes, and the transfer of credit. (JB)

ED 076 523 SP 006 418

Uffelman, Robert L.

The Del Mod System. The Delaware Model: A Systems Approach to Science Education.

Delaware Univ., Newark.

Pub Date Nov 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Teacher Education, *Mathematics Education, *Preservice Education, Program Descriptions, State Standards, Student Attitudes, Teacher Attitudes, *Teacher Education, Teacher Programs

Identifiers—*Distinguished Achievement Award Entry

This report describes the general goal of the Del Mod System as the coordination of all segments of science and mathematics teacher education in the state, and in the long run all teaching in the state, so that a maximum impact can be made in reaching all students from pre-elementary

ry through doctoral level. The specific objectives are listed as follows: change in teacher and student attitudes and education over a 5-year period as a result of research, pilot projects and pre- and in-service training, and the incorporation of science and math teachers of mathematical functions into daily classroom practices. Included in this report are tables, charts, project summaries, and evaluation charts of the system. Additional material is available in the local collection of Clearinghouse. (JA)

ED 076 524 SP 006 419

The Five Points on Site Teacher Education Program.

California State Coll., Los Angeles. School of Education.

Pub Date Nov 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Differences, *Laboratory Schools, Public School Teachers, School Location, *Secondary School Teachers, *Student Teaching, *Teacher Education, *Teacher Education Curriculum, Teacher Placement
Identifiers—*Distinguished Achievement Award Entry

In the title, "Five Points on Site Teacher Education," the "On Site" refers to the transfer of education courses from academic settings to public secondary school locations; the "five points," to a specific geographic design through varied racial or ethnic areas. Theory and practice are consistently interrelated, and course work blends gradually into participation and student teaching. The student teachers begin, however, only upon their individual readiness, not on a set group schedule. Variations on the original idea include multimedia approaches, minicourses such as teaching reading to adolescents, and "the school without walls" concept. The contribution to teacher education appears in teachers more informed of the realities of public school life and as a practical contribution to the problem of teacher placement. (JA)

ED 076 525 SP 006 420

Co-Op Step Teacher Education in Action at Saint Andrews Presbyterian College, Laurinburg, North Carolina.

Saint Andrews Presbyterian Coll., Laurinburg, N.C.

Pub Date [69]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Cooperative Planning, *Cooperative Programs, Educational Administration, *Preservice Education, *Public School Systems, *Student Teaching, Teacher Interns

Identifiers—*Distinguished Achievement Award Entry

The Cooperative Services for Teacher Education Projects (Co-Op) program is the 1970 Distinguished Achievement Award Entry from St. Andrews Presbyterian College, Laurinburg, North Carolina. The objectives of the program are a) the provision for a student teaching internship that is an integral part of the cooperating public school units and b) the continuous feedback from student, college, and public school personnel involved in the program. The program achieves these objectives through: a) a brief teaching and observation period in the public schools for junior level students; b) a cooperative effort among college and county staff, instructional specialists, and teacher interns in planning the academic year; c) a summer internship of 8 weeks; and d) a senior-year project involving on- and off-campus public school projects. Within these focused areas, the prospective teacher receives training in individualized, small group and large group instruction; the development of instructional materials; and the coordination of educational programs involving two distinct administrative units. (The appendixes include a list of program objectives, organizational charts, and budgetary and personnel information.) (BRB)

ED 076 526 SP 006 422

Brehaut, Willard

Teacher Education in Prince Edward Island. Occasional Papers No. 13.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 72

Note—62p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, M5S 1V6, Canada (No price quoted)
Document Not Available from EDRS.

Descriptors—Inservice Teacher Education, Preservice Education, *Program Evaluation, *Teacher Education, *Teacher Education Curriculum, *Teacher Programs, *Teacher Role Identifiers—Prince Edward Island

This booklet evaluates teacher education in Prince Edward Island and recommends some immediate changes. The evaluation was occasioned by the changing role of the teacher in the world today from being "the prime source," a position that causes inadequacies and insecurity, to being the guide of individual children through appropriate material. In addition to evaluations of the system as a whole, the author comments upon the TEPOP report (Teacher Education: Persistence or Professionalism), also an evaluation of the system, which is reprinted in this report. The booklet recommends changes in the teacher education program so as to make the emphasis on in-service rather than preservice education. A concurrent B.Ed. program of 4 years is also recommended. Included are proposed programs of preservice and in-service teacher education in Prince Edwards Island and a selected bibliography. (JA)

ED 076 527 SP 006 423

Strand I: Physical Health Nutrition. Grades K-3.

New York State Education Dept., Albany. Curriculum Development Center.

Pub Date 70

Note—31p.; 1970 Reprint

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Childhood Education, Eating Habits, Elementary School Curriculum, *Foods Instruction, Grade 1, Grade 2, Grade 3, *Health Education, *Human Development, Kindergarten, *Nutrition Instruction, *Physical Health

GRADES OR AGES: Grades K-3. SUBJECT MATTER: Physical health and nutrition. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five sections: a) What is Food? b) Food for Energy, d) Food for Building, and e) The Varieties of Food. The publication format of four columns gives the reference, the major understandings and fundamental concepts, suggested teaching aids and learning activities, and supplementary information for teachers. The course objectives are presented in the introduction. The guide is soft-covered. OBJECTIVES AND ACTIVITIES: Each subsection contains questions and topics for discussion. The supplementary information provides teachers with further discussion material. INSTRUCTIONAL MATERIAL: A list of multimedia resources for the teacher is presented with a brief description of each item. STUDENT ASSESSMENT: No provision is made. OPTIONS: The guide is suggestive only. (BRB)

ED 076 528 SP 006 424

Strand I: Physical Health Nutrition. Health Curriculum Materials. Grades 4-6.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 70

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Eating Habits, Elementary School Curriculum, *Foods Instruction, Grade 4, Grade 5, Grade 6, *Growth Patterns, *Health Education, Human Development, Nutrition, *Nutrition Instruction, *Physical Health

GRADES OR AGES: Grades 4-6. SUBJECT MATTER: Physical health and nutrition. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five sections: factors determining what people eat, the role of food in growth and development, the uses of nutrients in food, selection of foods to meet bodily needs, and food in the history of man. The publication format of four columns gives the outline of content, the major understanding and fundamental concepts, suggested teaching aids and learning activities, and supplementary information for teachers. The pupil objectives are presented in the introduction. The guide is soft-covered. OBJECTIVES AND ACTIVITIES: Each subsection contains questions and topics for discussion. The supplementary information provides teachers with further discussion material. A list of vocabulary words follows each major section. INSTRU-

TIONAL MATERIALS: A bibliography of books, leaflets, and filmstrips is presented along with a selected bibliography for teachers. STUDENT ASSESSMENT: No provision is made. OPTIONS: The guide suggests incorporation of subject matter into a social studies curriculum. (BRB)

ED 076 529 SP 006 425

Strand I: Physical Health Nutrition. Health Curriculum Materials. Grades 7-9.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, *Dietetics, *Foods Instruction, Grade 7, Grade 8, Grade 9, *Health Education, Junior High School Students, Nutrition, *Nutrition Instruction, *Physical Education

GRADES OR AGES: Grades 7, 8, and 9. SUBJECT MATTER: Physical health and nutrition. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five sections: nutritional status, adequate diet, nutrition in adolescence, the achievement and maintenance of correct weight, and environmental factors which affect nutritional health. The publication format of four columns gives the outline of content, the major understandings and concepts, suggested teaching aids and learning activities, and supplementary information for teachers. The pupil objectives are presented in the introduction. The guide is soft-covered. OBJECTIVES AND ACTIVITIES: Each subsection contains questions and topics for discussion. A list of vocabulary words follows each major section. The supplementary information provides teachers with further discussion material. INSTRUCTIONAL MATERIALS: A table of major nutrients is presented with the principle functions, food sources, and deficiency diseases related to a lack of them. A summary of school lunch standards is also presented. A bibliography of books, periodicals, and filmstrips is presented along with a selected bibliography for teachers. STUDENT ASSESSMENT: No provision is made. OPTIONS: The guide is suggestive only. (BRB)

ED 076 530 SP 006 426

Strand I: Physical Health Nutrition. Health Curriculum Materials. Grades 10-12.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foods Instruction, Grade 10, Grade 11, Grade 12, *Health Education, *Health Needs, *Nutrition, *Nutrition Instruction, *Physical Health, Prenatal Influences, Secondary Grades

GRADES OR AGES: Grades 10, 11, and 12. SUBJECT MATTER: Physical health and nutrition. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four sections: prenatal and infant nutrition, nutrition in an ecological context, new frontiers in nutrition research, and the responsibility of nutrition. The publication format of four columns gives the outline of content, the major understanding and concepts, teaching aids and learning activities, and supplementary information for teachers. The general objectives of the course are presented in the introduction. The guide is soft-covered. OBJECTIVES AND ACTIVITIES: Each subsection contains questions and topics for discussion. The supplementary information provides teachers with further discussion material. A list of vocabulary words follows each major section. INSTRUCTIONAL MATERIALS: A bibliography of books, periodicals, and filmstrips is presented along with a selected bibliography for teachers. STUDENT ASSESSMENT: No provision is made. OPTIONS: The guide is suggestive only. It makes no mention of timing or means of incorporating the activities into a total program. (BRB)

ED 076 531 SP 006 427

Strand V: Education for Survival. First Aid and Survival Education. Health Curriculum Materials. Grades 10-12.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*First Aid, *Health Education, High School Students, *Injuries, *Medical Treatment, Radiation Effects, Rescue, *Safety Education, Traffic Accidents

GRADES OR AGES: Grades 10-12. **SUBJECT MATTER:** First aid and survival education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into six sections: transportation of the injured, automobile accidents, conditions resulting from nuclear explosion, chemical warfare, natural catastrophes, and psychological first aid. The publication format of four columns gives the outline of content, the major understandings and fundamental concepts, suggested teaching aids and learning activities, and supplementary information for teachers. The course objectives are presented in the introduction. The guide is soft covered. **OBJECTIVES AND ACTIVITIES:** Each subsection contains questions and topics for discussion. The supplementary information provides teachers with further discussion material. **INSTRUCTIONAL MATERIALS:** Lists of multimedia resources are presented for teachers and students. Information is also given on the procurement of teaching kits, mannequins, and injury simulations. **STUDENT ASSESSMENT:** No provision is made. **OPTIONS:** The guide is suggestive only. (BRB)

ED 076 532

SP 006 429

Strand V: Education for Survival. Safety Education. Health Curriculum Materials. Grades 7-9. New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accident Prevention, Injuries, Junior High School Students, *Physical Activities, *Recreational Activities, *Safety Education, *School Safety, State Legislation, Traffic Safety **GRADES OR AGES:** Grades 7-9. **SUBJECT MATTER:** Education for survival and safety education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into eight sections: accident problems, safe behavior, safety in the home, safety in school, safety at work, safety in physical and recreational activities, safety in driving and walking, and safety in civil emergencies. The publication format of four columns gives the outline of content, the major understandings and fundamental concepts, suggested teaching aids and learning activities, and supplementary information for teachers. The proposed course outcomes are presented in the introduction. The guide is soft covered. **OBJECTIVES AND ACTIVITIES:** Each subsection contains questions and topics for discussion. The supplementary information provides teachers with further discussion material. **INSTRUCTIONAL MATERIALS:** Checklists are provided on home safety and home swimming pool safety. Regulations from the Commissioner of Education of New York State on safety education are also presented. Lists of multimedia resources on various aspects of safety are also included for teachers. **STUDENT ASSESSMENT:** No provision is made. **OPTIONS:** The guide is suggestive only. (BRB)

ED 076 533

SP 006 431

Brusling, Christer

Effects of Cued Modelling Procedures and Self-Confrontation in a Microteaching Setting Aimed at Developing Non-Verbal Behavior.

Gothenburg Univ. (Sweden). Dept. of Pedagogy.

Pub Date May 72

Note—17p. Paper presented at the Symposium on International Micro Teaching (Universitat Tubingen, West Germany, April 10-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cues, *Experimental Programs, *Microteaching, Research Projects, *Teacher Education, *Teaching Procedures, *Video Tape Recordings

The general purposes of this project were to test microteaching procedures for teacher training and to study relations between the process of teaching and its outcome. The project made use of "cued" video models (a short peep being superimposed whenever the model demonstrated a goal-related behavior), videotape self-feedback with self-evaluation forms to focus student attention on the particular skill, and the teaching skills of silence and nonverbal behavior. A follow-up program for a few months after treatment is planned. Of all the variables tested, only locomotion consistently showed a main effect for the factor of modeling. The contrast was between the presence and nonpresence of models, the type of model making no difference. Cuing terminal behavior was no more effective than noncuing. (Included are appropriate tables and a list of references.) (JA)

tion consistently showed a main effect for the factor of modeling. The contrast was between the presence and nonpresence of models, the type of model making no difference. Cuing terminal behavior was no more effective than noncuing. (Included are appropriate tables and a list of references.) (JA)

ED 076 534

SP 006 433

Art Education Program at Kutztown State College.

Kutztown State Coll., Pa.

Pub Date 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, Art Teachers, *Behavioral Objectives, Curriculum Design, *Curriculum Development, Elementary Education, *Integrated Curriculum, *Preservice Education, Secondary Education, Special Education

Identifiers—*Distinguished Achievement Award Entry

This 1972 Distinguished Achievement Award Entry is the Art Education Program at Kutztown State College, Kutztown, Pennsylvania. The program leads to a Bachelor of Science (B.S.) or Master of Education in Art Education degree. Courses are also available in special education.

Admission to the undergraduate program is accomplished through a selective screening process which includes the presentation of a portfolio. The Program, itself, consists of 44 semester hours of diversified studio work, opportunities for a pre-student teaching instructional experience, 18 weeks of elementary and secondary full-time student teaching, and 60 semester hours of general education courses. Evaluation of the program was accomplished through feedback from graduates, cooperating teachers, and school administrators. Behavioral competencies of the graduates were compared with competencies recommended by the Pennsylvania Department of Education. (The appendixes include courses required for the B.S. degree, portfolio requirements, general education courses, and a summary of checklists for beginning art teachers who graduated in 1970. The Behavioral Competency Study is also included.) (BRB)

ED 076 535

SP 006 434

San Fernando Valley State College Teacher Education Project in Compensatory Education (Elementary).

San Fernando Valley State Coll., Northridge, Calif.

Pub Date 68

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Elementary Grades, *Laboratory Schools, Language Handicaps, *Student Teaching, *Teacher Interns, *Urban Areas

Identifiers—*Distinguished Achievement Award Entry

The Elementary Teacher Education Project in Compensatory Education was instituted in 1967-68 at San Fernando Valley State College for the purpose of preparing teachers to work effectively with the disadvantaged at the elementary school level. Main features of the program included student teaching and intern teaching in disadvantaged urban areas; course content which emphasized understanding of subcultures of the poor and/or disadvantaged, their language development patterns, and special needs; and extensive supervision of intern teachers by both college and school district personnel. Results illustrated increased interest in teaching careers in disadvantaged school areas and greatly augmented participation by public schools in teacher education programs. (Appendixes include the sequence of courses, staff list, and the professional vita of the co-director.) (Authors/JA)

ED 076 536

SP 006 436

The Western Washington State College Clinical Program for Teacher Education at Seattle, Washington.

Western Washington State Coll., Bellingham.

Pub Date 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Clinical Experience, *Cooperative Planning, *Field Experience Programs, *Inservice Education, *Performance Based Teacher Education, Student Behavior, *Teaching Styles

Identifiers—*Distinguished Achievement Award Entry

This program is the 1972 Distinguished Achievement Award Entry from Western Washington State College. This performance-based, field-centered program is located in six Seattle schools (K-12) which are ethnically, socially, and economically mixed. The participants complete the program in 2 quarters and on graduation are issued a provisional certificate to teach. To help define his future teaching role, each participant a) studies a variety of teaching styles in various classroom situations and b) assesses his own personal teaching style and practices. In developing his own style, the participant selects individually paced, performance-based instructional modules. He is assisted by a clinical professor and supervising teacher. This training design allows each candidate to develop a teaching style which is compatible with his personality. The attainment of the pupil's goals is the participants' criterion of success. The self-supporting program exists in a parity relationship with college, school district, and professional education association personnel. (The appendixes include information on program objectives, practice, evaluation, and the functions of learning.) (Author/BRB)

ED 076 537

SP 006 442

Strand V: Education for Survival. First Aid and Survival Education. Grades 4, 5, 6.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 70

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accidents, Course Descriptions, *Elementary Grades, *First Aid, Grade 4, Grade 5, Grade 6, *Health Education, Heart Rate, *Injuries, *Instructional Materials

GRADES OR AGES: Grades 4-6. **SUBJECT MATTER:** First aid and survival education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into seven sections: introduction to first aid; wounds and control of minor bleeding; respiratory emergencies and resuscitation; poisoning; traumatic shock; and injuries from abnormal conditions. The publication format of four columns gives the outline of content, the major understandings and fundamental concepts, suggested teaching aids and learning activities, and supplementary information for teachers. The course objectives are presented in the introduction. The guide is soft covered. **OBJECTIVES AND ACTIVITIES:** Each subsection contains questions and topics for discussion. The supplementary information provides teachers with further discussion material. **INSTRUCTIONAL MATERIALS:** Lists of multimedia resources are presented for teachers and students. Information on the procurement of audiovisual aids, mannequins, teaching kits, and pamphlets is also included. **STUDENT ASSESSMENT:** No provision is made. **OPTIONS:** The guide is suggestive only. (BRB)

ED 076 538

SP 006 447

Gress, James R.

An Experimental Study of the Effects of Teacher Participation in a Curriculum Engineering Task on a Dimension of Curriculum Implementation.

Pub Date 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Curriculum Enrichment, *Curriculum Evaluation, *Curriculum Research, *Research Projects, Teaching

This study tested the hypothesis that teacher involvement in curriculum evaluation facilitates curriculum implementation. Curriculum implementation is defined as a function of the elements(s) of a particular referent curriculum. A random sample of 24 teachers, eight taken from each of three grade levels, served as subjects (S's) for experimental and control groups. S's evaluated a social studies curriculum through a series of meetings with the director of Instructional Services. Observations were made over a 10-week posttest period, and teachers were rated (using a modified version of the OSCAR 4V) on teacher-pupil verbalizing relevant to the curriculum. Findings indicate that curriculum implementation was facilitated differentially by degree of involvement in curriculum engineering. (JB)

ED 076 539 SP 006 449

Phillips, Mark Sinclair, Robert

Conceptual Systems and Educational Environment: Relationships Between Teacher Conceptual Systems, Student Conceptual Systems, and Classroom Environment as Perceived by Fifth and Sixth Grade Students.

Pub Date Feb 73

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, *Concept Formation, Educational Environment, Grade 5, Grade 6, *Models, *Student Attitudes, *Student Teacher Relationship, *Teacher Attitudes

A study was done to determine the significant relationships among teacher conceptual systems, student conceptual systems, and student perceptions of the classroom educational environment in selected elementary schools. Tested was the general hypothesis that students would be more involved with teachers they perceived as being less authoritarian and rigid than they would be with teachers who exhibited the same characteristics to a greater extent. Subjects consisted of 1,180 fifth and sixth grade students and 52 teachers selected from 12 sample schools. Student perceptions of classroom environment were measured by the Elementary School Environment Survey. Teacher conceptual systems were measured by student responses on the Student Self-Concept Test. Results indicated that there is a significant relationship between student/teacher conceptual system similarity and positive student perceptions of the classroom environment. (JB)

ED 076 540 SP 006 450

Bosco, James

The Use of Ritalin for Treatment of Minimal Brain Dysfunction and Hyperkinesia in Children.

Pub Date Aug 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, *Behavior Problems, *Drug Education, *Drug Therapy, Elementary Grades, Emotionally Disturbed, *Hyperactivity, Literature Reviews, *Medical Treatment

The use of Ritalin in public schools as a means of treating hyperactive children is a much debated issue. Research done on the drug is spotty, and conclusions about the effects of its use are few. A review of current research, however, indicates no consistent beneficial results when Ritalin is used to treat hyperactive children. This may not be due to the ineffectiveness of the drug but rather to improper experimental control of factors such as age, I.Q., sex, differences of diagnosis, and the severity of illness. Another important issue in the use of Ritalin is the frequency and severity of its side effects which include loss of appetite, headaches, abdominal pain, weight loss, nail biting, irritability, twitching, and insomnia. Implications for the use of Ritalin are weighty and require further detailed studies by physicians. (JB)

ED 076 541 SP 006 451

Youth Camp Safety Standards. Hearings before the Select Subcommittee on Education of the Committee on Education and Labor. House of Representatives. Ninetieth Congress, Second Session on H. R. 17131 and H. R. 17307.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 68

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accidents, *Camping, *Health Guides, Legislation, *Low Income Groups, *Safety

This is the report of House hearings on H.R. 17131, the "Youth Safety Act." and H.R. 17307, the "Youth Camp Safety Survey Act." The purpose of the "Youth Safety Act" is identified: to protect and safeguard the health and well-being of the youth of the nation attending camps by providing federal standards for safe operation of camps and federal assistance and leadership for safety programs. Included in supplemental materials is the pamphlet "Good Camping for Children and Youth of Low Income Families" by Catharine V. Richards. The report concludes with a general statement that the "Youth Safety Act" strengthens organized camping. (JA)

ED 076 542

Youth Camp Safety. Hearing before the Select Subcommittee on Labor of the Committee on Education and Labor. House of Representatives. Ninety-First Congress, First Session on H. R. 763.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 69

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accidents, *Camping, *Health Guides, *Legislation, Personnel Needs, *Safety, *Summer Programs

This is a record of the first session of the House hearings on H. R. 763, a bill to provide for a study of the extent and enforcement of state laws and regulations governing the operation of youth camps. Included in the testimony are statements concerning the relative lack of state legislation on camp safety and personnel requirements; the testimony of Mitch Kurman whose son was killed at a camp in 1965; and the testimony of John Kirk, president-elect, American Camping Association, Inc. Included are extracts from Kirk's survey "Camp Legislation in the United States—A Model Legislative Program and a Survey of Existing State Programs." (JA)

ED 076 543 SP 006 453

EXEL: An Experimental Program in the Professional Preparation of Elementary School Teachers.

Ball State Univ., Muncie, Ind.

Pub Date 72

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Studies, *Elementary School Teachers, *Experimental Programs, *Laboratory Schools, *Preservice Education, *Teacher Education Curriculum

Identifiers—*Distinguished Achievement Award Entry, Project EXEL

Project EXEL is an experimental program in the preparation of elementary school teachers from their freshman year through a 4-year sequence of professional education experiences. The program provides opportunities for students to integrate theory and practice and personal potentials into authentic teaching styles. In the first 2 years, emphasis is placed on developing skills in relations with children; at first in conjunction with Muncie elementary school, then later in contrasting socioeconomic settings. Junior year is concerned with methods, with the option of spend one quarter of that year in England. The senior year of the program is given over to schools with innovative programs, team teaching, open classrooms, and special programs for particular neighborhoods. (Supplementary material appended to this paper includes schedules of courses in EXEL, EXEL progress, and annual reports.) (JA)

ED 076 544 SP 006 454

Pepitone, Emmy A.

Facilitation of Cooperative Behavior in Elementary School Children.

Pub Date Mar 73

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, March 1, 1973.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Elementary School Students, *Group Behavior, *Performance Factors, *Sex Differences, *Social Behavior, Student Role, *Task Performance

This investigation used social psychological concepts in analysis of social processes among pupils engaged in a cooperative task. It explored several ways of increasing interdependence among participants and determined the effects of such conditions on pupil performance. The subjects were 228 randomly selected fourth and fifth grade students. The subjects were divided into three groups. Each group was given a problem which required cooperative action for its completion. Group performance measures were obtained and related to the group's social interaction which had been recorded by observers in precoded categories. There were five experimental performance conditions: unstructured condition, task requirements, task role, group role, and a combination of task role and group role. The strongest results were sex differences. Girls responded to the role demands created in the dif-

ferent conditions, whereas boys did so minimally. In the unstructured performance conditions, the girls' quality of work was better than the boys'. In comparison with other conditions, however, this condition resulted in the poorest quality of performance for both groups. (Footnotes and a bibliography are included.) (BRB)

ED 076 545 SP 006 456

Co-Op Step. Fall Bulletin.

Saint Andrews Presbyterian Coll., Laurinburg, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date 69

Note—164p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Experimental Programs, Inservice Teacher Education, *Laboratory Schools, *Preservice Education, *Teacher Education, *Teacher Education Curriculum

This is both a formative and summative evaluation of the 1969 Co-Operative Services for Teacher Education Projects (Co-Op STEP) as an innovative and experimental federal project. The evaluation identifies the main objectives of the project, which include experimenting with team teaching in an atmosphere of freedom and innovation, providing master teachers with leadership experience and teacher assistants with teaching experience, and developing innovative materials. The evaluation includes reports on various workshops, in-service training projects, programs, tests, and questionnaires. The Co-Op summer session is characterized as having had high interest and total involvement, but some changes are recommended. The appendixes include a map of North Carolina showing participating counties and college locations; forms used in evaluation; and possible scores by test, form, and level. (Related document is SP 006 420.) (JA)

ED 076 546 SP 006 467

Samalonis, Bernice

Suggested Activities on Sociological Health Problems: Drugs, Alcoholism, Smoking for Student Teachers.

City Univ. of New York, N.Y. Hunter Coll.

Pub Date Dec 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alcohol Education, Bibliographies, *Discussion (Teaching Technique), *Drug Education, *Health Education, *Smoking, Teaching Techniques

This is a list of recommendations for a neophyte teacher for discussions with students on drugs, alcoholism, and smoking. Included are suggested readings, suggested questions for the school's drug education coordinator, recommended readings, and New York sources of information. (Related document is SP 006 468.) (JA)

ED 076 547 SP 006 468

Samalonis, Bernice

Preliminary Bibliography of Free and Inexpensive Materials on Alcoholism.

City Univ. of New York, N.Y. Hunter Coll.

Pub Date Dec 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alcohol Education, *Bibliographies, Books, Curriculum Guides, *Health Education

This selected unannotated bibliography of material on alcoholism is divided into sections on bibliographies, books, courses of study and guidelines to classroom practices, gimmicks, packets of material, and pamphlets and leaflets. Also included are the sources of posters and addresses of resources. The materials listed are current and inexpensive with no single item exceeding \$2.00. (Related document is SP 006 447.) (JA)

ED 076 548 SP 006 469

Short, Murray, Ed. Rozum, Mary, Ed.

Microteaching: A Technique for Training Teachers to Teach Elementary Children.

Illinois State Univ., Normal, Metcalf Lab. School.

Pub Date 72

Note—33p.

Available from—Educational Research Services, Illinois State Univ., Normal, Illinois 61761 (\$0.75)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Elementary Grades, Inservice Teaching, *Laboratory Schools, *Microteaching, Preservice Education, *Teaching Skills, *Teaching Techniques, *Video Tape Recordings

This is a program report on the Metcalf Microteaching Project at Illinois State University, 1969. Microteaching is defined as an act of teaching reduced in terms of the amount of content taught (a single concept, principle, or skill), the number of pupils instructed (three to five), and the time allotted (10 to 15 minutes). A prime benefit of microteaching is identified: it allows the teacher to see himself teach on the tape; this viewing of lessons can provide increased communication between students, Metcalf faculty, and college instructors. The report details the program (college students acted as participant teachers), teacher observation, and evaluation. Benefits of the program are also noted: microteaching acted as a reinforcement of classroom work, it gave additional opportunities to less able students, and it provided interests in new subject matters. The report discusses problems with the program, including pupils missing part of their regular classes and the lack of correlation between microteaching lessons and lessons being taught at the elementary school. Included are projections for the microteaching clinic, and glossary of terms. (JA)

ED 076 549 SP 006 479

Furniss, W. Todd

Steady-State Staffing in Tenure-Granting Institutions, and Related Papers.

American Council on Education, Washington, D.C.

Pub Date 73

Note—38p.

Available from—Sales Office, Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Contracts, *Governance, *Job Tenure, Personnel Management, Personnel Policy, Probationary Period, Staff Utilization, *Teacher Employment, *Tenure

The theme of these papers is the development of a college or university personnel policy suitable for a time of little or no expansion in student or faculty number and also a time when stability follows a period of rapid growth coupled with considerable change in faculty expectations and governance patterns. The papers deal almost exclusively with tenure systems, under which nearly 95 percent of American college faculties served in the spring of 1972. The first paper considers a) the characteristics of a desirable faculty in a steady-state situation, b) some suggestions concerning concepts and procedures, and c) a number of policies and practices that might form part of a steady-state plan within a tenure system. The second paper deals with issues raised in terminating the contracts of probationary faculty members in tenure systems. The third paper reviews suggestions concerning the problem of surplus faculty. The appendixes present a) data on the operation of tenure systems in the spring of 1972; b) some tools for steady-state planning in departments; and c) two sets of guidelines for handling staff reduction during financial exigency, one prepared by the Association of American Colleges, the other by the American Association of University Professors. (Author/BRB)

ED 076 550 SP 006 480

Morton, Anne Roberts

The Impact of Changes in Selected Teacher Strategies on Expressive Student Engagement. Technical Report No. 34.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Pub Date May 73

Contract—NE-C-00-3-0063

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Student Behavior, *Student Reaction, Student Role, *Teacher Behavior, Teacher Influence, Teaching Styles, *Teaching Techniques

The objectives of this study are twofold: a) measuring students' expressive engagement levels while increasing the teachers' use of two teaching strategies, Personalizing the Task (PT) and Recognizing Individual Achievement (RIA); and

b) testing the use of observation, feedback, and training as a practical model for changing teacher behavior. Expressive engagement was defined here as active student involvement in learning task. Trained observers recorded the use of PT and RIA by three third and fourth grade teachers and the levels of engagement for 30 low-income students who were diagnosed as potential academic and discipline problems. During the 5-day experimental period for each strategy, observers and teachers met to discuss strategy frequency and suggest ways of using selected strategies. Observer feedback was effective in modifying teacher behavior. The frequency of both strategies increased while student engagement levels showed no consistent relationship to strategy use. Strong individual differences in the implementation of these strategies was proposed as a possible explanation. (Graphs and charts of statistical data are presented in the text. The appendixes include definitions and explanations of teacher strategies, student behavior, and interobserver agreement tables.) (Author/BRB)

ED 076 551 SP 006 481

The Education Professions 1971-72. Part II - Differentiated Staffing: A State of the Art Report.

Department of Health, Education, and Welfare, Washington, D.C.

Report No.—DHEW/OE-72-112

Pub Date Feb 73

Note—47p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number: 1780-1027, \$.65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, Experimental Programs, *Instructional Staff, School Planning, Staff Role, *Staff Utilization, *Talent Utilization, *Teacher Role

The concern of this report is differentiated staffing. Background, historical precedents, and early models of this concept are explored, and a theory base is found in the concepts of a functional division of labor (specialized teaching talent) and the classical definition of promotion based on merit. Projects in differentiated staffing at Florida State University are briefly reviewed, and some conclusions are reached. Contrary to the expectations of most educators, the report finds that the immediate effect of differentiated staffing is apt to be limited, but it can lead to an educational climate that encourages change. Some indication is given that the concept has been watered-down in practice and that there has been economic confusions in the staffing variations. But, on the whole, the report finds that conditions of teaching and learning have been improved in every case. The report includes chapters on the role of the government, states, and teachers' agencies in differentiated staffing. Concluding, this report finds that more research and developmental efforts aimed at discovering which specific teacher role and behaviors will produce which specific effects in students are needed. A selected bibliography is provided. (Related document is SP 006 551.) (JA)

ED 076 552 SP 006 482

Brusling, Christer Tingsell, Jan-Gunnar

Self-Observation and Self-Analysis in Teacher Training. Teacher Materials and Curriculum Together with Preliminary Findings on Their Use. Research Bulletin No. 14.

Gothenburg School of Education (Sweden). Dept. of Educational Research.

Pub Date Apr 73

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Supervisors, *Laboratory Training, *Microteaching, *Student Teaching, *Video Tape Recordings

This new model for the supervision of student teachers utilizes videotaping hardware which allows the student teacher and his supervisor to evaluate teaching methods and behavior. Thus, the student teacher is better able to supervise himself. Employing Flanders Interaction Analysis, the student is able to interpret his teaching on closed-circuit T.V. This enables him to measure the predominant qualities of contact between teacher and pupils. Results of preliminary testing indicate that student observations on the same videotaped lesson agree with each other to a moderate degree. The latter can be explained by the relatively short teacher training time. (Six appendixes detailing data are included.) (JB)

ED 076 553

SP 006 483

Jacobson, Stanley A. Stiles, Richard L.

Accountability in Physical Education: The Effectiveness of the Elementary Physical Education Specialist.

Tacoma School District 10, Wash.

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Athletic Activities, *Athletic Coaches, Exercise (Physiology), Physical Characteristics, *Physical Education, *Physical Fitness, Specialists, Test Results

A total of 360 boys and girls from first through sixth grade were randomly selected and tested with an instrument developed in the Tacoma Public Schools to determine: (1) differences in physical skills and fitness performances of pupils who received the services of an elementary physical education specialist and pupils who had not; and (2) differences in physical skills and fitness performance between boys and girls. An attitudinal comparison also was made between teachers working regularly with an elementary physical education specialist and those who were not. The study found that, where differences existed, pupils who received the services of a specialist demonstrated superior performances to those who had not. In addition, pupils who had not received the services required more demonstrations of a skill before they could attempt it. Boys proved superior in jumping, running, throwing, and rope climbing skills; girls, at rope skipping. But on the whole there were very few systematic differences between them. But the study also found that teachers who worked regularly with an elementary physical education specialist rated physical education as having greater importance. (Appropriate tables are included.) (Author/JA)

ED 076 554 SP 006 485

Daniel, K. Fred Crenshaw, Joseph W.

What Has Been and Should Be the Role of State Education Agencies in the Development and Implementation of Teacher Education Programs (Both Pre and Inservice)? A Review and Analysis of Literature.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date 3 Sep 71

Contract—OEC-0-71-3315

Note—138p.

Available from—Theodore E. Andrews, Director, Multi-State Consortium on Performance-Based Teacher Education, State Education Dept., 99 Washington Ave., Suite 1941, Albany, N.Y. 12210 (no price quoted)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*State Agencies, *State Departments of Education, State Legislation, State Programs, *State Standards, *Teacher Certification, *Teacher Education, Teacher Programs, Teacher Qualifications

This book presents a broad, detailed, and documented discussion of the role of the state in teacher education. The book is divided into three chapters: the role of the state education agencies; the role of the state education agencies as applied to teacher education (which includes discussions of teacher certification and teacher education program approval); and state education in three different states, Washington, Florida and New York, each moving towards changes in teacher education. Each chapter presents the historical background of the subject, with appropriate documentation, and notes pertinent books on the subject as they become relevant in the course of the discussion. There is a selected bibliography. (JA)

ED 076 555 SP 006 486

Houston, W. Robert And Others

Resources for Performance-Based Education.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; New York State Education Dept., Albany. Div. of Teacher Education and Certification.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—245p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Development, Educational Objectives, *Educational Resources, Inservice Education, *Instructional Materials,

***Performance Based Teacher Education, Preservice Education, *Teaching Skills, Teaching Techniques**

This volume presents annotations of resources on performance-based teacher education. The materials, produced after 1967, include films, slide/tapes, modules, programmed texts, and multimedia kits for training pre- and in-service educational personnel. The materials are indexed according to both competency categories and key words, descriptions, academic subject areas, and names of the series. Each annotation lists the name of the resource, author or developer, distributor code, level of school program in which educational personnel would work, audience, and cost. The objectives of the annotation focus on either the purpose of the material or audience behavior. The description of the resource includes an outline, an identification of the materials, delineation of special requirements, and an estimated time for completion. The evaluation describes the assessment procedures for learners and any completed studies of the effectiveness of the resource. Names, addresses, and codes for the distributors are also listed. (BRB)

ED 076 556 SP 006 487

Kirschenbaum, Howard

What Is Humanistic Education?

Pub Date 72

Note—2p.

Available from—Adirondack Mountain Humanistic Education Center, Upper Jay, New York 12987 (\$5.10)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Curriculum Evaluation, *Humanism, *Open Education, *Relevance (Education), Student Interests, *Student Needs

This paper briefly outlines the author's thoughts on what is humanistic education. By observing various curricula and projects purporting to be humanistic, the author describes three types of approaches: a) humanistic content curricula, or, courses dealing with specific areas of human concern; b) humanistic process curricula, or, learning skills related to chosen life's work; and c) humanistic school structures, or, curricula emphasizing alternatives to traditional teacher-directed schoolrooms. Also, student control of curriculum, student felt concerns, life skills, self-evaluation, and teacher as facilitator are mentioned and detailed as five goals for humanistic curricula. (JB)

ED 076 557 SP 006 488

Teacher Education in Asia. A Regional Survey. Philippines Univ., Quezon City. Asian Inst. for Teacher Educators.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 72

Note—289p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Educational Research, Elementary School Teachers, Foreign Countries, *Program Evaluation, *School Surveys, Secondary School Teachers, Surveys, *Teacher Education, *Teacher Education Curriculum, *Teacher Programs

This survey is limited to the status of teacher education in Asia only as it pertains to the training of primary and general secondary school teachers. The programs of 19 countries are reviewed. Attention is given to policies of admission and enrollment, student aid, facilities, curriculum, qualifications of educators, in-service education, and research. A selected bibliography is included. (JA)

ED 076 558 SP 006 489

Accountability and the Teacher.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date Jan 73

Note—4p.; Briefing Memo, number 1, January, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Educational Accountability, *Educational Responsibility, Governance, *School Responsibility, Teacher Dismissal, *Teacher Evaluation, *Teacher Responsibility

Teachers should, and would, be held accountable for learning outcomes if those outcomes were assessed on a broader base than the mere testing of students. Instruction and Professional Development of the National Education Association suggests that at least six elements (established goals, students regularly assessed, varied and individualized programs, established staff criteria, abundant resources, and the nature of governance) be considered when attempting to assess learning outcomes. Teachers can prevent unfair enactment of accountability laws by such actions as identifying the responsibility of other groups in education and by seeing that accountability measures become state department regulations. There is a legitimate case to be made for greater accountability in education, but not if it is directed towards the reduction of educational expenditure regardless of the cost in human resources. (A listing of further information is included. Related document is SP 006 490.) (JA)

ED 076 559 SP 006 490

Accountability in Education: An Annotated Bibliography.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date 73

Note—6p.; Information, Spring, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Bibliographies, *Educational Accountability, *Educational Responsibility, *School Responsibility, Teacher Dismissal, *Teacher Evaluation, *Teacher Responsibility

This 29-item selected annotated bibliography includes recent articles, books, and collected essays on the concept of accountability in education. There are no divisions; the documents are listed alphabetically as to author. There is no article older than December 1970. (Related document is SP 006 489.) (JA)

ED 076 560 SP 006 491

Open Schools and the Teacher.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date Feb 73

Note—4p.; Briefing Memo, number 2, February, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Experimental Schools, *Open Education, *Student Centered Curriculum, *Teaching Methods, *Teaching Procedures, Teaching Programs

A necessary consequence of openness in schools is the abandonment of rigidly prescribed curricular programs. Requirements of an "open schools" program include the open behavior of a teacher, which will come voluntarily or not at all, and informed, involved, and supportive parents. The limited research to date indicates that student goals, motivation, enthusiasm, and independence are enlarged in an open setting. But open classroom cannot simply be transplanted from one setting to another; they must be original efforts. The National Education Association supports the efforts of any teacher attempting to incorporate, within school policy, open school behavior and activities in his classroom. (A bibliography is included.) (JA)

ED 076 561 SP 006 492

McDonald, Frederick J.

A Behavior Modification View of Video Playback: Microteaching.

Pub Date 73

Note—21p.; Paper presented at American Educational Research Association, New Orleans, Louisiana, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Feedback, *Microteaching, Models, *Response Mode, Teacher Behavior, *Teacher Education, Teaching Models, Teaching Techniques, Video Tape Recordings

Social learning theory is the theory that is applied through microteaching. The two critical sets of social learning variables mediated through microteaching are those associated with modeling and feedback. Microteaching is also a way of bringing specific teaching responses under experimental and behavioral control. Thus in each microteaching session, the learner emits teaching responses which are reinforced through videotape

feedback or are elicited by viewing teaching behavior which is modeled in videotape presentation. The purpose of research using microteaching which mediate these variables is to determine the optimum combination of modeling and feedback which strengthens specific categories of teaching responses. The research investigates the parameters of these variables which are most effective for eliciting desired teaching responses. Some interactions between type of response to be learned and type of treatment, modeling or feedback, have been found. Modeling has been found more effective than feedback when the modeling cues are highly discriminative. Feedback appears most effective with easily observed and reinforceable teaching behaviors. (Author)

ED 076 562 SP 006 493

Arikado, Marjorie S. Musella, Donald F.

Status Variables Related to Team Teacher Satisfaction in the Open Plan School.

Pub Date Feb 73

Note—10p.; Paper presented at the American Educational Research Association, New Orleans, Louisiana, February 25-March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Group Status, Leadership, *Open Plan Schools, Peer Relationship, Status, *Teacher Attitudes, *Teacher Morale, *Teacher Response, Team Leader (Teaching), *Team Teaching

This study investigated relationships between two status variables—congruence and consensus—and team teacher satisfaction with the team situation. The sample consisted of 148 teacher teams (627 teachers) selected from 74 open-area schools. The results indicated that teachers on balanced teams and/or leaderless teams tended to be more satisfied than teachers on unbalanced teams and/or teams with formal leadership. In teams with formal leadership, teacher satisfaction was found to be positively related to status congruence, while in all teams status consensus was found to be positively related to team satisfaction with the team situation. (Appendixes include related charts and tables.) (Author)

ED 076 563 SP 006 494

Carbonari, Joseph P.

An Investigation of Relationships Among Instructional Mode, Teacher Needs, and Students' Personalities.

Pub Date Feb 73

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 25-March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Interaction, *Personality, *Personality Assessment, Personality Tests, *Student Characteristics, Teacher Attitudes, *Teacher Characteristics, *Teacher Motivation, Teaching Methods

Hypotheses that student personality, teacher needs, and instructional modes are related were tested and supported. Five elementary schools, 60 teachers, and 150 fourth-grade students participated in this study. Three instruments, Organizational Climate Description Questionnaire, Edwards Personal Preference Schedule, and the Children's Personality Questionnaire, were used to assess instructional mode, teacher needs, and student personality. Multiple discriminant techniques were used to analyze the data. The magnitude of the relationships supported the hypotheses tested and gave rise to the hypothesis that instructional mode influences student personalities through the interaction of the mode and teacher needs. (Author)

ED 076 564 SP 006 495

Siegel, Martin A. Rosenshine, Barak

Teacher Behavior and Student Achievement in the Beretel-Engelmann Follow-Through Program.

Pub Date Feb 73

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Instructional Materials, Research Projects, *Response Mode, Student Teacher Relationship, *Teacher Behavior, Teacher Evaluation, *Teaching Techniques

The purpose of this study was to determine the relationship between teacher behavior and stu-

dent achievement in the Bereiter-Engelmann program. Ten groups were observed in the first study, 24 groups in the second. All teachers were rated on four occasions using a highly specific rating scale. The pre- and postmeasures were criterion-referenced. Four variables remained in predictive importance across studies: following the format, requiring 100 percent criterion responding, correcting mistakes, and presenting signals. Since the most critical variables affecting student gains may be those which are not included in general observational instruments, development of instruments specific to a curriculum program seems useful. (Author)

ED 076 565 SP 006 496

Brown, Jerry L. Okey, James R.
Identifying and Classifying Competencies for Performance-Based Teacher Training.
Pub Date Feb 73

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Cluster Grouping, *Performance Based Teacher Education, *Performance Criteria, *Performance Factors, *Performance Specifications, *Standards

This investigator bases his study on the principle that competency-based teacher training programs require clear statements of objectives, sequenced according to the needs and interests of learners and according to instructional considerations. A classification system used to generate teaching competencies for teachers of varying levels of skill and experience is discussed. The results of a study in which pre- and in-service teachers, principals, superintendents, and teacher trainers classified a set of competencies according to the time they should be learned in a teacher's career are reported. The study was designed to test the usefulness of the classification system and the competencies identified through its use. Two tables of data are presented. (Author)

ED 076 566 SP 006 497

Lynch, William W. And Others
Effects of Teachers' Cognitive Demand Styles on Pupil Learning.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 73

Grant—OEG-9-242178-4149-032

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Cognitive Objectives, Concept Teaching, *Learning Processes, Recall (Psychological), Teacher Behavior, *Teaching Methods, *Teaching Styles

Two experiments were conducted to compare the effects of two different experimentally induced orientations toward lesson objectives on teachers' instructional behaviors and the consequent achievement of their pupils. In each experiment, 36 student teachers were randomly assigned to one of two treatments. Each treatment required the teachers to instruct the same course content to a randomly selected group of eight elementary pupils. One group was oriented to teach for a recall objective; the other was oriented toward a concept mastery objective. Both experiments yielded significant differences in patterns of teaching behaviors which were congruent with the specified objectives. The experiments also yielded significant differences between treatment groups in resultant pupil learning. Students in the recall treatment performed significantly better on the recall test. No differences were found on the concept mastery test. (Thirteen tables of statistical data are presented.) (Author/BRB)

ED 076 567 SP 006 498

Thornton, Billy W. And Others
Comparison of Educators' and Industrial Managers' Work Motivation Using Parallel Forms of the Work Components Study Questionnaire.
Pub Date Feb 73

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Environmental Influences, Industrial Personnel, *Motivation, Questionnaires, School Personnel, *Teacher Attitudes, *Teacher Motivation, Work Attitudes

The idea that educators would differ from business managers on Herzberg's motivation factors and Blum's security orientations was posited. Parallel questionnaires were used to measure the motivational variables. The sample was composed of 432 teachers, 118 administrators, and 192 industrial managers. Data were analyzed using multivariate and single classification analysis of variance and covariance techniques. Educators placed more emphasis on environmental and security factors. Business managers were generally higher on competitiveness desirability. (Tables of result are included.) (Authors)

ED 076 568 SP 006 499

Amarel, Marianne And Others
Teacher Perspective on Change to an Open Approach.

Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 1 Mar 73

Note—13p.; Expanded version of this paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Education, *Interviews, *Open Education, *Teacher Attitudes, Teacher Response, *Teacher Role, *Teaching Procedures, Teaching Techniques

The teacher's role in open educational settings is the central focus of this study. The perceptions, understandings, and beliefs of 66 teachers (K-4, associated with open education programs for at least 2 years) regarding basic issues of implementing an open approach were examined through in-depth professional interviews. Factors that teachers perceive as hindering or facilitating change in open directions were identified; a study of the relationship between beliefs and attitudes about educational issues to instructional practice was initiated. (Also included in this study is the appendix, Teacher Perception of Support from Advisors.) (Author)

ED 076 569 SP 006 500

McDonald, Frederick J.
The National Commission on Performance-Based Education.

Pub Date Feb 73

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—National Norms, *National Programs, *Performance Based Teacher Education, *Performance Criteria, Teacher Behavior, *Teacher Certification, *Teacher Education, Teacher Evaluation

The National Commission on Performance-Based Education was formed to coordinate and integrate nationally plans of performance-based teacher education. The goals of the commission are defining competence, evaluating it, training for it, and managing programs of performance-based education and certification. The initial programs of the commission include the creation of two task forces: one to begin the development of a taxonomy of teaching behavior, the other to develop training programs for managers of performance-based systems. The commission also hopes to conduct a survey of current activity in the field and to create a center for the dissemination of this information. (JA)

ED 076 570 SP 006 501

Larimore, David L. And Others
Personality, Attitude, Professional Knowledge of Teachers in Experiential and Conventional Preparatory Programs.

Pub Date Feb 73

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Methods Courses, *Personality Studies, Preservice Education, *Teacher Attitudes, *Teacher Education, *Teaching Styles

Dimensions of personality and value structure were related to preferences for field activities among preservice teachers. These dimensions included authoritarianism; traditionalism of educational views; progressivism of educational views; child centeredness; institutional centeredness; situational knowledge of practical wisdom in teaching; and beliefs about the nature of knowledge, learning, the learner, and the function of the school. The teaching-related activities were those encountered in self-selected field experiences of students in an experience-based experimental teacher education program. The data indicate that students with more progressive attitudes tend to exhibit a wider range of involvement, spend more time, and perform better on situation knowledge tests. (Author)

ED 076 571 SP 006 502

McDonald, Frederick J. And Others
The Relation of Teacher's Questions in Microteaching and Microcourses to Student Achievement and Rating of the Teacher.

Pub Date Feb 73

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Learning Processes, *Microteaching, *Questioning Techniques, *Student Teacher Relationship, Teacher Evaluation, Teaching Techniques

This study analyzed the relationship between the kinds of questions asked during a microteaching session and the achievement of students subsequently taught under classroom-like conditions. Teachers taught the same topics in microteaching; each taught a 2-week course 6 weeks later. Each question asked was classified in one of eight categories. The categories identified the question by its cognitive complexity, immediacy to the student, and source of verifiability. No single type of question was associated systematically with achievement; different types of questions predicted achievement in a topic by subject by question interaction. (Appropriate tables are included.) (Author)

ED 076 572 SP 006 503

Hartie, Jerome C.
The Effect of a Field-Based Teacher Education Program Upon Pupil Learning.

Pub Date Feb 73

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, *Field Experience Programs, *Learning, Student Teacher Ratio, Teacher Attitudes, *Teacher Education, Testing

This study investigated the 3-year effect of a field-based teacher education program, which significantly decreased teacher-pupil ratio, upon elementary school children's learning in a midwestern city. A pretest/posttest design controlling for the testing situation, the teacher, the school, and the ability of subjects (Ss) grade levels in both an experimental and a control school were compared with children's test scores at those same grade levels 4 years later (N=320). Input of the field-based teacher education program resulted in a marked decrease in Ss' learning as measured by the Iowa Test of Basic Skills at the third grade level with a nonsignificant influence on student learning at the sixth grade level, urging program evaluators to further exploration in this area. (Author)

ED 076 573 SP 006 504

Emmer, Edmund T.
Classroom Observation Scales.

Pub Date Feb 73

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, *Classroom Techniques, *Preservice Education, *Problem Solving, Student Behavior, *Teacher Education

Nine scales were developed to measure a series of classroom behavior variables derived from a factor analytic study of five observation systems. The scales are multipoint check lists which are behaviorally referenced by different amounts and types of classroom behaviors. The scales measure such aspects of classroom behavior as teacher-initiated problem solving, negative and positive affect, and pupil-to-pupil interaction. Data are given for between-observer agreement and for stability. The scales may be useful for helping preservice teachers to observe a number of aspects of classroom behavior and for assessment and feedback in teacher training programs. (Author)

ED 076 574 SP 006 505

Boeck, Marjorie A. Hillenmeyer, Gale P.
Classroom Interaction Patterns During Microteaching: Wait-Time As An Instructional Variable.

Pub Date Mar 73

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Experimental Programs, *Inquiry Training, Laboratory Techniques, Learning Processes, *Microteaching, *Questioning Techniques, *Response Mode, *Response Style (Tests), Student Teacher Relationship, Teaching Techniques

This study was designed to investigate the relationship between wait-time and two classroom interaction variables: cognitive level of teacher questions and length of student response. The interval of time between a teacher question and the next verbal response by teacher or student (wait-time) was measured using an electrocardiograph with calibrated paper connected to an audiotape recorder. Students taught to categorize and graph their own questioning behavior increased the rate at which they asked high-level questions. The wait-time for experimental subjects increased and was directly related to the length of student response. Control subjects did not show these changes. (Author)

ED 076 575 SP 006 506

Cole, Henry P. Musser, Louise S.
Field Activities Selected by Preservice Teachers in Traditional and Experiential Programs.

Pub Date 28 Feb 73

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conventional Instruction, Experimental Programs, Field Experience Programs, *Individual Characteristics, *Preservice Education, Questionnaires, Student Interests, *Teacher Attitudes, *Teacher Characteristics, *Teacher Evaluation, Teacher Motivation

An activity Preference Questionnaire was administered to both a group taking an experimental program in education and a group taking the regular program to measure the frequency and variety of field experience in which the students engaged. Results and correlations of results were plotted to highlight the students' interests. The result indicated a need for independent assessments of student activities as opposed to self-report data and a teacher written report. (Copies of tables are included.) (JA)

ED 076 576 SP 006 511

Dennis, Virginia C.
Patterned Teaching Behavior: A Study of Dyadic Infracommunication.

Pub Date Feb 73

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Nonverbal Communication, *Sex Differences, *Student Teacher Relationship, Teacher Behavior, *Verbal Ability

This is one of a series of proxemic studies made in laboratory, natural, or academic settings by the researcher with the Dennis Infracommunication Analysis Device to observe, classify, record, and analyze dyadic infracommunication, including verbal and nonverbal modes. The focus was on communicative behavior of teacher and pupil, student teacher and pupil, and teacher and

student teacher interaction. The researcher observed 2,633 dyads at an elementary school and recorded sex, race, status, position, locomotion, spatial distance, angle of orientation, gaze, smile, touch, and audible transmissions. Resulting empirical data showed communication patterns varied by sex, race, and status, revealing patterns of teaching behavior. (Four tables of data are included.) (Author)

ED 076 577 SP 006 513

Borg, Walter R.

Field Testing and Evaluation in the Utah State University Protocol Project.

Pub Date Feb 73

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, *Behavioral Objectives, *Instructional Films, Instructional Materials, Microteaching, *Programmed Instruction, *Protocol Materials

The Utah State University Protocol Project has developed six self-instructional modules, each concerned with an important concept related to teacher language. Each module contains a student handbook made up primarily of recognition and application practice lessons based on printed classroom transcripts and an 8- to 10-minute protocol film illustrating applications of the concepts in classroom settings. The criterion for success for the project called for 80 percent of the field-test participants to attain at least 80 percent mastery on the three criterion measures included as part of each protocol module. Two field tests were made of each protocol module with revision of the module based on the field-test results. The results on the final field-test indicated that more than 80 percent of the learners had reached the criterion level of mastery on all 18 of the criterion measures employed in evaluating the six protocol modules. (Four tables of data are included.) (Author)

ED 076 578 SP 006 514

Harrow, Thomas L. And Others

An Investigation Into Student Teacher Problems During Practice Teaching.

Pub Date Feb 73

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Problems, Curriculum Development, *Discipline Problems, Educational Problems, *Preservice Education, *Student Problems, Student Teacher Relationship, *Student Teaching

Problem areas related to student teaching experiences were identified in this study. Weekly seminars for student teachers were held to collect data on specific problems. Fifty problems were identified and then rated according to severity by over 300 students. A correlation matrix was formed, and a component analysis was performed. As a result, items were combined according to component loadings. The components were grouped to provide a factor base. Five scales were formed: administrative, discipline, student peer, motivation, and school policy. Specific problems were identified within each scale. The results emphasized that student teachers should be provided with relevant information concerning administrative functions, discipline of students, problems of student peer groups, motivation of students, and policies of the school and school system. It was recommended that these five main problem areas be included as guidelines for curriculum development in teacher preparation programs. (A 14-item bibliography and one table of data are included.) (BRB)

ED 076 579 SP 006 515

Swoope, Karen F. Sattler, Howard E.

Observer Effect on Teacher Use of Token Reinforcement.

Pub Date Feb 73

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Behavior Change, *Inservice Education, *Positive Rein-

forcement, *Reinforcement, Student Behavior, *Teacher Behavior, Teacher Education

Data were collected on rate-per-minute of administering token reinforcement for one male and seven female teachers enrolled in a behavior modification seminar. The study was conducted in four self-contained and four open classrooms. In the observer-present condition, data were obtained during 15-minute classroom observation periods. In the observer-absent condition, data were taken from token record cards maintained by pupils. When observer-present and observer-absent conditions were compared, reinforcement rates indicated significantly higher rates of token delivery in the observer-present condition. It was recommended that the observer effect might have serious implications for those programs whose assessment procedures introduced an observer into the classroom to collect data on changes in targeted teacher behavior. (Author/BRB)

ED 076 580 SP 006 516

Uprichard, A. Edward

Variables to Consider in Planning Research for Effective Instruction: A Conceptual Framework.

Pub Date Feb 73

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Research Criteria, *Research Design, Researchers, *Research Methodology, Research Projects, Research Skills, *Research Tools, Teaching Methods, *Teaching Procedures

In this paper the belief is stated that researchers need to develop some type of conceptual frame for improving continuity of studies and specificity of treatment. This paper describes such a conceptual frame and its implications for research. The paper states that the framework was designed to help researchers identify, classify, and/or quantify the factors affecting studies on instructional processes. Nine categories are listed (learner variables, teacher variables, organizational structure of school or classroom, settlement patterns, educational objectives, method variables; functional analysis of classroom tasks, management variables, and evaluation) and subsequently analyzed. (JA)

ED 076 581 SP 006 517

Zegler, Robert W. Bingman, William

A Study of Two Program Models of Teacher Preparation and Their Effects Upon the Perceptions of Prospective Teachers.

Pub Date 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Communication, Classroom Research, *Methods Courses, *Perception, *Performance Tests, Student Teacher Relationship, *Student Teaching, *Teacher Education

A study compared the effects of presenting a general humanistic methods program using two different time schedules. It tested the hypothesis that these different time arrangements would not affect the prospective teacher's perceptions of his a) classroom practices, b) relationship with his students, c) reactions to classroom situations, or d) perceptions of student characteristics; neither would the scheduling affect the degree of his openmindedness nor his personal beliefs. Two groups of student teachers were formed, 20 subjects in each. Group 1 subjects studied taught for a 15-week period, reporting one day each week for a 4-hour presentation of the program. Group 2 did not student teach until after a 5-week intensive presentation of the same material. Pre- and posttesting using various performance inventories indicated the 5-week program to be significantly more effective in producing perceptual change than was the 15-week schedule. (Details of the study will be supplied by authors.) (JB)

ED 076 582 SP 006 518

Ferguson, Jon S. Miskel, Cecil G.

The Relationships Among Pupil Control Ideology, Observed Behavior and Discipline Referrals of Public Secondary School Teachers.

Pub Date Feb 73

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Leaders, *Discipline, *Leadership, *Leadership Qualities, Secondary School Teachers, Teacher Behavior, Verbal Communication

The rationale for the study of relationships between teacher-professed control ideology and their leader behavior, as observed by their pupils, was constructed from findings and conceptual assertions of Halpin, Winer, and Willower. Student discipline referral sheets were content-analyzed according to misbehavior categories. Significant ideological differences in leader behavior quartiles were not found. Significant differences, however, were found between ideology quartiles and for Initiating Structure between leader behavior and open, verbal misbehavior. The effective teacher-leader appears to achieve a delicate fusion of command and support. Comparable results to Halpin's study were obtained. (Three tables of data are included.) (Author)

ED 076 583 SP 006 519

Staropoli, Charles J.

A Clinical Approach to Relevancy in Education Methods Courses.

Pub Date [72]

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Experience, Curriculum, *Curriculum Design, Elementary Grades, Laboratory Schools, *Methods Courses, *Teacher Education, Teacher Experience, *Teacher Programs

In an effort to correct criticism of elementary curriculum blocks, the University of Delaware introduced the concept of graduate clinical responsibilities. This concept was divided into three levels: observation/participation, planning and implementing limited instructional units with emphasis on team teaching, and extended student teaching. The elementary methods block for junior year was designed to supplement Level II of the clinical program with the main objective of coordinating the content and clinical experiences in the eight required methods courses. (JA)

ED 076 584 SP 006 521

Borg, Walter R.

Research and Development As a Vehicle for Improving Teacher Competence.

Pub Date Feb 73

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Instructional Improvement, *Program Effectiveness, Research, Research Design, Research Methodology, *Research Utilization, *Teacher Education, Teacher Education Curriculum, *Teacher Evaluation, *Teacher Programs

The most essential element in the Research and Development (R&D) process is the provision for repeated field testing, evaluation, and revision until the product reaches its objectives. This process can be implemented to improve the instructional process in two ways: to improve the instructional skills and strategies of teachers; and to develop more effective curriculum material for use in the schools. To test the effectiveness of an instructional method, one must first identify the specific elements that go into the successful use of that method and, secondly, involve in research teachers who effectively apply behaviors and strategies essential to this method. Most present teaching methods are not well-defined enough to permit such research. In fact, conventional teacher programs today are ineffective because they lack definition, an effective instructional model, objectives and evaluation, generalizability, and resources. In contrast, R&D efforts have made good strides towards defining teaching skills, providing teacher access to objective evaluation data that indicates which aspects have succeeded or failed, and developing components such as minicourses to serve as resources. R&D could similarly aim towards developing tested curriculum components. (JA)

ED 076 585 SP 006 522

Potter, David A.

A Research Strategy for Performance-Based Education.

Pub Date Feb 73

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Behavior Change, Criteria, *Educational Research, *Educational Specifications, Evaluation, *Field Studies, *Performance Based Teacher Education, *Performance Criteria, Teacher Behavior

Proposed in this document is a research and development program aimed at perfecting performance-based teacher training and assessment techniques. The program is described as a) being field centered (training and assessment techniques being accepted as a result of their observed effectiveness in the classroom), b) being achievement oriented, c) being based on a conceptual model, and d) encompassing a range of behaviorally established skills. Research is said to be already underway at the Educational Testing Service, but it is pointed out that efforts are as yet uncoordinated with other institutions. (JB)

ED 076 586 SP 006 523

Scobey, Mary-Margaret, Ed. Fiorino, A. John, Ed.

Differentiated Staffing.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 73

Note—96p.

Available from—Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 17924, \$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Differentiated Staffs, *Educational Trends, School Organization, School Systems, *Staff Utilization, Teacher Evaluation, Teacher Role

This book is a collection of six articles that deal with the concept and the practice of differentiated staffing in education. Included in the collection are articles on the concept itself; on problems, prospects, and the practical implementation of the concept; staff differentiation in a multiunit school; and polemical aspects of differentiated staffing. (JA)

ED 076 587 SP 006 528

Collective Bargaining for Teachers in Cook County Illinois. Remarks and Excerpts of Public Hearings March 1, 1973.

Educational Service Region of Cook County, Chicago, Ill.

Pub Date 1 Mar 73

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, Collective Negotiation, Grievance Procedures, Strikes, Teacher Strikes, Unions

Identifiers—Cook County, Illinois

Summarized testimony heard at the public hearings held by the Educational Service Region of Cook County (March 1, 1973) is presented in this document. In addition to being printed in narrative form, the comments are also analyzed in tables according to content and response to key issues centered around collective bargaining. An opening letter by the superintendent of schools is included. (JB)

ED 076 588 SP 006 533

Kelley, Edgar A. Walter, L. James

Student Attitudes Toward the Teacher Preparation Program of the University of Nebraska-Lincoln: 1970-71.

Nebraska Univ., Lincoln. Teachers Coll.

Pub Date [71]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Comparative Analysis, *Microteaching, *Student Attitudes, *Student Teachers, *Student Teaching, *Teaching Skills, Training Techniques

A study was conducted to determine differences between teachers trained in the Nebraska University Secondary Teacher Education Projects (NUSTEP) and those trained in a standard program. The NUSTEP program was composed of three classes which were also offered in the standard program; NUSTEP students, however, practiced teaching skills using videotaped microteaching techniques. Use of these methods in the regular program was sporadic or nonexistent. Two teacher preparation questionnaires were created to measure differences in attitude and use of innovative practices. Results indicated that further studies with firmer parametric controls are needed to deter-

mine whether NUSTEP students categorically have improved attitudes and teaching skills. Tendencies were indicated, however, that show a positive attitude toward the NUSTEP program by the participating students. (Six tables of data are included.) (JB)

ED 076 589 SP 006 534

Boynton, Edward A.

A Program for the Training of Elementary Art-Music Teachers.

Pub Date Jan 72

Note—62p.; Doctoral Project, Walden University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Appreciation, *Art Education, Art Teachers, Elementary Grades, *Fine Arts, *Music Education, *Preservice Education, *Teacher Education, Teacher Programs

This study was occasioned by the arts being presented at the elementary level as a technical skill to be mastered rather than as fine arts to be understood and, later, mastered. This study formulated a preservice education program to produce an elementary specialist with concentrations in both art and music. This study reports one of the main benefits of such a program is that it serves the area of the arts in localities where it is now totally neglected. The success of the project is reported to depend on the careful selection of candidates and on school administrators (who were found to be interested in the program but might not be if they had to hire such a teacher). This study includes implementation plans for an allied arts program, review of literature, year-by-year curriculum recommendations, and a program summary. The appendices include a copy of the survey form sent to state education departments and a selected bibliography. (JA)

ED 076 590 SP 006 541

Kaufman, Mabel

A Model for the Study of Teaching Based on an Aesthetic Mode of Inquiry.

Pub Date [70]

Note—39p.; Doctoral Dissertation, Teachers College, Columbia University

Available from—University Microfilms, P.O. Box 1346, Ann Arbor, Michigan 48106 (Order Number 71-1104, No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, Creative Teaching, *Fine Arts, Models, *Teaching Skills, *Teaching Styles, *Teaching Techniques

This is a speculative but systematic study that focuses on teaching not as a science but as an art, the term "science" being reserved for such disciplines as psychology. In this paper, teaching is examined as an aesthetically structured as well as technically delineated symbol of human communication and interaction. It is stated that, in using such an approach, individual teaching styles which have their own expressiveness may then be examined and valued. A model which was prepared and put into practice is described and discussed. The model is divided into categories of balance, rhythm, expressiveness and unity; and under these terms are discussed such factors as movement in space, aesthetic distance, selectivity, and tone. A selected bibliography is included. (JA)

ED 076 591 SP 006 542

Wilson, John A.

Self Concept and Performance in Student Teaching.

Pub Date 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Self Concept, *Self Concept Tests, Self Evaluation, Student Teaching, *Teacher Attitudes, *Teacher Behavior, *Teacher Characteristics

To see if teachers as a group hold self-concepts different from those of nonteachers, a test group of student teachers and noneducation majors was asked to fill out, both as freshmen and seniors, the Tennessee Self Concept Rating Scale. The various compared results indicated differences in the direction of greater positive feelings of self, both as to behavior and identity, by the student teachers. (Appropriate tables are included in the text.) (JA)

ED 076 592 SP 006 543

Jokiel, Bernard Joseph Starkey, John

Effect of a School-Within-A-School Program on Attitudes of Underachieving Students.

Pub Date [72]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individualized Instruction, Low Achievement Factors, *Low Achievers, *School Organization, Student Alienation, *Student Attitudes, Student Behavior, *Student Motivation, Success Factors, *Team Teaching

This study was made to determine if there is a difference in attitudes between average IQ but low achievers in two different school settings. The study was conducted with students in a northern Illinois school which features a school-within-a-school as well as a traditional setting. A questionnaire was administered. This study seems to indicate correlation between pleasant school and happiness but not between happiness and success. Better attitudes, higher feelings of success, and a greater feeling that the learning was useful in the school-within-a-school was indicated. (A copy of the questionnaire is included.) (Author)

ED 076 593

SP 006 544

Warner, Allen R., Comp.

The Selection and Training of Supervising

Teachers: A Bibliography.

Pub Date 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Cooperating Teachers, Preservice Education, *Student Teachers, *Student Teaching, Teacher Education, *Teacher Educator Education, *Teacher Educators

This is a selected unannotated bibliography of material on the selection and training of cooperating (or supervising) teachers. A main criterion of the selectivity of this bibliography was recency of materials. The bibliography is divided into sections of commercially published works, ATE publications, periodical articles, doctoral dissertations, and workshop training kits. (Author/JA)

ED 076 594

SP 007 281

Art for South Dakota Schools.

South Dakota State Dept. of Public Instruction, Pierre.

Pub Date 67

Note—199p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Art, Art Activities, Art Expression, *Art Materials, *Curriculum Guides, Elementary Grades, *Instructional Program Divisions, Secondary Grades

Identifiers—South Dakota

GRADES OR AGES: Grades 1-12. **SUBJECT MATTER:** Art. **ORGANIZATION AND PHYSICAL APPEARANCE:** The presentation gives broad outlines and suggestions on how to teach a variety of art forms. The pages are lithographed in loose-leaf form and are bound in a plastic cover. **OBJECTIVES AND ACTIVITIES:** As a guide it aims at being a starting point from which a teacher, operating at any grade level, can adjust to a changing curriculum. **INSTRUCTIONAL MATERIALS:** Materials are listed for each art medium taught and for each level of activity. **STUDENT ASSESSMENT:** No provision is made. (JB)

TM

ED 076 595

TM 002 574

Kohr, Richard L.

A Longitudinal Study of the Pennsylvania Grade 5 Educational Quality Assessment Package.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.

Pub Date Dec 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, Correlation, *Grade 5, Grade 7, *Measurement Techniques, *Parental Background, Program Descriptions, Rating Scales, Sex Differences, Statistical Data, *Student Attitudes

A general history of the Grade 5 Educational Assessment Package of Pennsylvania is given followed by the guidelines for analysis of the data. The statistical procedures used are described, as are the sample and the sample selection process. Correlations between grade 5 and grade 7 scores are given and show the greatest stability in cognitive areas.

A decline in pupil's interest in school between grades 5 and 7 is indicated. The pattern of across-time correlations for male and female groups is similar to each other and to the entire group. (RS)

ED 076 596

TM 002 575

Stricker, Lawrence J.

Response Styles and 16 PF Higher Order Factors.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Mental Health

(DHEW), Bethesda, Md.

Report No—ETS-RB-73-8

Pub Date Jan 73

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Factor Analysis, Factor Structure, Measurement Techniques, Personality Tests, *Psychological Characteristics, *Response Mode, *Response Style (Tests), Statistical Analysis, Technical Reports

This study's aim was to explore the relationship of acquiescence, social desirability (SD), and defensiveness response styles with first, second, and any higher order factors on the 16 PF. All the various kinds of response bias indexes were appreciably correlated with the first order factor scales. Each kind of response style measure predominantly loaded a different second order factor—four such factors were extracted, three of them corresponding to well established 16 PF second order factors. SD scales defined a novel factor somewhat resembling an anxiety factor, and acquiescence and defensiveness measures loaded by did not define independence and anxiety factors, respectively. None of the various kinds of response style indexes consistently loaded an extroversion factor. And none loaded the single third order factor obtained. This factor was not similar to previously reported 16 PF third order factors and its nature was unclear. (Author)

ED 076 597

TM 002 576

Browne, Michael W.

Generalized Least Squares Estimators in the Analysis of Covariance Structures.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-73-1

Pub Date Jan 73

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Covariance, *Factor Analysis, Matrices, Measurement Techniques, *Models, Statistical Analysis, Statistical Data, Systems Analysis, Technical Reports

This paper concerns situations in which a $p \times p$ covariance matrix is a function of an unknown $q \times 1$ parameter vector y -sub- 0 . Notation is defined in the second section, and some algebraic results used in subsequent sections are given. Section 3 deals with asymptotic properties of generalized least squares (G.L.S.) estimators of y -sub- 0 . Section 4 concerns methods for obtaining estimates of parameters in certain linear covariance structures. (Author/KM)

ED 076 598

TM 002 577

Wingersky, Marilyn S. Lord, Frederic M.

A Computer Program for Estimating Examinee Ability and Item Characteristic Curve Parameters When There Are Omitted Responses.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—ETS-RM-73-2

Pub Date Feb 73

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Programs, *Information Processing, *Input Output Devices, *Item Analysis, Item Sampling, Scores, Technical Reports, *Test Results

The major problem in estimating the item characteristic curve parameters is the large number of parameters. The estimation procedure is considered converged when the parameter estimates become less than the errors of calculation; convergence is a slow process. The computer program is written in Fortran IV, and the only input required are the item responses for each examinee. Final output contains the estimated item parameters and abilities. Examples and formulas for models are included as are item response input and output. (RS)

ED 076 599

TM 002 579

Thomas, Hollie B.

The Effects of Social Position, Race, and Sex on Work Values of Ninth Grade Students.

Pub Date 73

Note—11p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, Grade 9, *Racial Differences, *Sex Differences, Social Class, *Social Differences, Social Values, Statistical Data, Student Attitudes, Technical Reports, *Work Attitudes

This study investigated the effect of social class, race, and sex on the work values of ninth-grade students in a large metropolitan area. Measures of work values were obtained using Super's (1970) Work Values Inventory. Results indicated that race and sex have differential effects on the development of work values. Significant differences between black and white students appeared for the variables of associates, altruism, variety, and intellectual stimulation. Males and females varied on creativity and altruism. Where significant differences appeared between blacks and whites, white students in all cases expressed greater value for each of the work value constructs. In general, black females of low social position scored low on the work values scales. (Author/RS)

ED 076 600

TM 002 580

Feldhusen, John. And Others

Prediction of Achievement with Measures of Learning, Social Behavior, Sex and Intelligence.

Pub Date 73

Note—15p.; Paper presented at Annual Meeting of National Council on Measurement in Education (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Achievement Tests, Grade 3, *Predictive Ability (Testing), *Predictor Variables, Sex (Characteristics), Social Behavior, Standardized Tests, Technical Reports, Testing

The purpose of this research was to determine whether sex, teacher grades, standardized achievement test scores, intelligence test scores, and teacher ratings of children's classroom social behavior are long-range (eight years) predictors of academic achievement. Significant and high Rs were found for all criteria (teacher grades and standardized achievement test scores) ranging from .64 to .86. Sex, teacher grades, and classroom social behavior were significant predictors of academic achievement. Intelligence and standardized achievement test scores contributed little in prediction of teacher grades but they contributed significantly in the prediction of achievement test scores. (Author)

ED 076 601

TM 002 581

Dziuban, Charles D. Armstrong, John H.

Organization and Function in Large City Research Bureaus.

Pub Date Feb 73

Note—26p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Educational Administration, *Educational Research, *Organization, *Research Coordinating Units, Technical Reports

This study was designed to identify the major organizational and functional dimensions of large city public school research bureaus. Several (14) organizational variables were collected in addition to an indication of what functions were performed. Directors were asked to rank eleven general functions in priority and to provide charts of the organizational structure of their bureaus. Principal components analysis yielded five organizational and five functional dimensions. At least seventy percent of the directors reported that their bureaus performed eleven specified functions ranging from test construction to enrollment studies. Structural analysis showed the number of organizational levels in the bureaus to range from eight to one. In general, the directors assigned highest priorities to instructional and administrative research and the lowest to writing proposals and negotiating with funding agencies. (Author)

ED 076 602 TM 002 582

Dziuban, Charles D. Shirkey, Edwin C.
On the Assessment of Psychometric Adequacy in Correlation Matrices.

Pub Date 1 Mar 73

Note—13p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Covariance, *Correlation, *Factor Analysis, *Item Sampling, *Matrices, Measurement Techniques, *Psychometrics, Statistical Data, Technical Reports

Identifiers—Bartlett's Test of Sphericity, Measure of Sampling Adequacy, MSA

Three techniques for assessing the adequacy of correlation matrices for factor analysis were applied to four examples from the literature. The methods compared were: (1) inspection of the off diagonal elements of the anti-inversion covariance matrix S (to the 2nd R (to the -1) and S (to the 2nd); (2) the Measure of Sampling Adequacy (M.S.A.), and (3) Bartlett's Test of Sphericity. Of the four matrices used for the study, two were comprised of eight variables and one each of fourteen and twenty. The sample sizes ranged from 50 to over 3,000. The results indicated that the three methods for overall assessment yielded comparable results. It was recommended, however, that methods for individual variables assessment also be used. (Author)

ED 076 603 TM 002 583

Bracht, Glenn H. Hopkins, Kenneth D.

Developmental Trends and Stability of Verbal and Nonverbal IQ Scores for Spanish-Surname Students.

Pub Date Feb 73

Note—10p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Evaluation Methods, Group Intelligence Testing, Intelligence Quotient, *Intelligence Tests, *Longitudinal Studies, *Nonverbal Tests, Secondary Grades, *Spanish Speaking, Technical Reports, *Verbal Tests

Identifiers—California Test of Mental Maturity, Lorge Thorndike Intelligence Tests

The long-term stability of verbal and nonverbal IQ scores was studied for 146 Spanish-surname students. About 30-50% of Spanish students do not speak English when they begin school. The California Test of Mental Maturity or the Lorge-Thorndike Intelligence Tests were administered in grades 1, 2, 4, 7, 9, and 11. The stability of IQ scores for Spanish-surname students is highly similar to the stability pattern of a representative group of about 4,000 students from the school district. Verbal IQs at grade 4 show a high relationship with subsequent scores for Spanish-surname students. Changes in nonverbal scores are relatively small after grade 7 for both groups. Total IQs have a stability pattern similar to that of verbal scores for both groups, but the increase in nonverbal IQ from grades 4 to 7 is greater for Spanish speaking students. (Author/RS)

ED 076 604 TM 002 584

Oosterhof, Albert C.

Stability of Various Item Discrimination Indices.

Pub Date 1 Mar 73

Note—16p.; Paper presented at Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discriminant Analysis, Grade 10, *Item Analysis, *Psychometrics, Technical Reports, *Test Construction, Test Reliability

The stability of various item discrimination indices when a particular item assumes membership within different sets of items was investigated. Results suggest that when item discrimination is used as a significant factor in determining which items from several forms will be selected for inclusion in a test, the actual items selected are less a function of the chance combinations of items which made up the various forms when Gulliksen's item reliability index and Findley's difference index are used as indices, than when phi coefficients, and particularly point biserial and biserial coefficients are used as estimates of item discrimination. (Author)

ED 076 605 TM 002 585

Davis, Richard W. Loadman, William E.

The Matrix Test Analysis Program: A Measurement Heuristic.

Pub Date Feb 73

Note—13p.; Paper prepared for National Council on Measurement in Education (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, *Item Analysis, *Item Sampling, *Matrices, Measurement Techniques, Performance, *Psychometrics, Statistical Analysis, Technical Reports, *Test Results

A subject by item matrix of test responses is shown to be a useful heuristic in criterion referenced and norm referenced test analysis, and in the teaching of measurement. The pattern of responses within the matrix provides indications of item interactions, weak deceptors, and conventional test statistics. The strong visual analogy between the matrix and test parameters makes the matrix a useful teaching aid and analytical tool. (Author)

ED 076 606 TM 002 586

Pyecha, John N.

The Approach to the Design of the North Carolina Statewide Assessment of Educational Progress.

Research Triangle Inst., Durham, N.C.

Pub Date 26 Feb 73

Note—16p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 26, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Decision Making, *Educational Needs, *Educational Planning, Elementary Grades, Evaluation Criteria, Evaluation Methods, *Program Effectiveness, *Program Evaluation, Secondary Grades, *Statewide Planning, Technical Reports

The strategies and problems involved in designing the North Carolina Assessment Program are described. After being given the mission statement and continuing objectives of the North Carolina State Department of Public Instruction (NCDPI), the basic decisionmaking needs of State-level educational planners were identified by the NCDPI/Research Triangle Institute (RTI) design study team. Several alternative assessment plans were developed, costed, and evaluated. This iterative design process led to the development of a statewide educational assessment program for evaluating the effectiveness of North Carolina's public elementary and secondary education programs, including a special emphasis on Title I programs. (Author)

ED 076 607 TM 002 587

Brown, William J., Jr.

The Promotion, Dissemination, and Utilization Plan for the North Carolina Statewide Assessment of Educational Progress.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Research.

Pub Date Feb 73

Note—9p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, Elementary Grades, Evaluation Methods, Evaluation Techniques, *Information Dissemination, *Information Utilization, Program Descriptions, *Program Evaluation, Publicize, Secondary Grades, *State Programs, *Test Results

In many instances, the promotion of educational assessments has been viewed as a threat to some groups. Carefully conceived operational and analysis plans for state assessment may have little impact unless the purposes of assessment are clear and diffusion and utilization of information are well planned. Equally important is the provision of technical assistance in interpreting the implications of the assessment and providing administrators with adequate lead-in time. This paper addresses the pre- and post-assessment field work which was provided for local school administrators, teacher groups, supervisors, and state agency personnel. It also outlines the most effective means for reporting information to educators, lay public, and the legislature. The need for effective utilization of the results is discussed. (Author/RS)

ED 076 608 TM 002 588

Baker, Eva L.

Teaching Performance Tests as Dependent Measures in Instructional Research.

Pub Date 1 Mar 73

Note—16p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Observation Techniques, Effective Teaching, *Evaluation Methods, Instructional Improvement, Instructional Programs, *Measurement Techniques, *Performance Tests, Student Evaluation, *Teacher Evaluation, Technical Reports

The need for common measures in research on teaching is legend, and the merits of teaching performance tests to meet this requirement are explored here. A regression study where teacher performance tests were used as dependent measures is described. Sixth-four subjects were given objective-based lessons to teach. During their lesson, they were rated on the use of six instructional principles. Following instruction, learners were administered a short test of achievement and interest. Step-wise regression analyses were conducted, and variables related to the performance criteria described. Suggested modifications of performance tests to enhance their suitability as dependent measures are discussed. (Author)

ED 076 609 TM 002 589

Baker, Eva L.

The Practicum: A Department in Development Training.

Pub Date 1 Mar 73

Note—13p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, Educational Objectives, *Field Experience Programs, Higher Education, Models, *Practicums, Practicum Supervision, Program Descriptions, Program Effectiveness

A brief history of the UCLA Practicum for Educational Developers is given as are the goals of the practicum and some of the obstacles in its path. The practicum seeks to train development personnel in the context of real development tasks, requires proven competence, is a team effort, and is based on the assumption that novices need assistance and feedback. All projects are group produced and designed to help prepare technical and professional staff competent in instructional development. Areas of continuing concern are discussed. (RS)

ED 076 610 TM 002 590

Ayrer, James E. Farber, Irvin J.

The Semantic Structure of a Set of Scales Developed for Use with Large City Pupils. A Follow-up Study.

Pub Date Feb 73

Note—11p.; Paper presented at American Educational Research Association meeting (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Association Tests, *Factor Analysis, *Factor Structure, Grade 6, *Language Patterns, *Semantics, Statistical Analysis, Technical Reports, Testing, Verbal Tests

In a previous Semantic Differential study, Ayer and Farber (1972) reported the results of a factor analysis which utilized a matrix sampling approach. Some problems were encountered (negative eigen-values). The current study did not involve matrix sampling, but the same basic results were obtained. This suggests matrix sampling may be an efficient, reliable, and valid method of building a matrix for factor analysis. The structure of the semantic space is virtually the same as previously found (although the SES of the respondents differed), but is quite different from the classical EPA of Osgood and the findings of Di Vesta (1966). (Author)

ED 076 611 TM 002 592

Drug-Abuse Research Instrument Inventory.

Social Systems Analysts, Cambridge, Mass.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jan 73

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Attitudes, *Drug Abuse, Drug Education, Health Education, *Measurement Instruments, *Questionnaires, Student Attitudes

An annotated bibliography of drug abuse research instruments is presented. The inventory is divided into six sections: attitudes; measurement of effects of drugs; differentiation and characteristics of abusers; access and extent; education and knowledge; and program-related and evaluation. (RS)

ED 076 612 TM 002 593
Rice, James A.

Benton's Visual Retention Test: New Age, Scale Score and Percentile Norms for Children.

Pub Date 72
Note—6p.; Paper presented at American Psychological Association, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Evaluation Techniques, *Memory, *Norms, *Perceptual Motor Coordination, Psychological Tests, Technical Reports, *Test Interpretation, Test Reliability, *Visual Perception

The Benton Visual Retention Test which is designed to assess visual perceptual, visual motor, and visuoconstructive abilities can give school personnel greater precision and range in testing. The standardization of this instrument was tested on 700 Houston elementary school students. Chronological age differences were maintained and correlation variances of IQs were slight. The test allows for interpretation of individual differences such as memory deficiency and perceptual deficiency. (RS)

ED 076 613 TM 002 595

Greene, John F. Zirkel, Perry A.
Revising the Attitude Toward Bilingual Scale for Use in the Northeast.

Pub Date Feb 73

Note—8p.; Paper presented at Annual Meeting of the National Council of Measurement in Education (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *Bilingualism, Discriminatory Attitudes (Social), Elementary Grades, Interviews, Measurement Techniques, *Parent Attitudes, Social Attitudes, *Sociolinguistics, Technical Reports

An instrument to determine attitudes of Anglo and Mexican-American parents toward Spanish-English bilingualism has been developed. This study examines the feasibility of revising this instrument to measure attitudes toward Puerto Rican bilingualism. Ninety-two Puerto Rican, 39 black, and 34 white parents with children in elementary schools in Connecticut were interviewed. Bilingual parents had a more positive and restricted range of scores than monolingual ones. A larger number of poor responses to items came from the bilingual parents. Each ethnic group showed a relatively positive attitude toward bilingualism and the attitudes of blacks and whites were similar. (RS)

ED 076 614 TM 002 619

Brandenburg, Dale C. Forsyth, Robert A.

The Use of Multiple Matrix Sampling to Approximate Norm Distributions: An Empirical Comparison of Two Models.

Pub Date 73

Note—17p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Matrices, *Models, *National Norms, *Sampling, Scores, Standardized Tests, Statistical Analysis, Technical Reports, Test Results

Multiple matrix sampling (MMS) procedures were utilized to determine the necessary parameters of a Pearson Type I curve. Empirical norms distributions were approximated by both the Type I model and the negative hypergeometric model. Four existing ITED norms distributions, two subtests and two grades, were approximated by the MMS procedures. Two sampling designs for each test-grade combination were studied. Comparison of approximations obtained for the Type I curve and the negative hypergeometric curve supported the use of the Type I curve for determining test score distributions of large populations. (Author)

ED 076 615 TM 002 620

Marshall, Jon Clark
Course Evaluation Schedule, Form B. Manual.

Missouri Univ., St. Louis. School of Education.

Pub Date 73

Note—20p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Evaluation, Manuals, *Rating Scales, *Student Opinion, *Teacher Evaluation, *Test Construction, Testing, Test Interpretation, Test Reliability, Test Validity

Identifiers—CEVS, *Course Evaluation Schedule
This manual describes the construction, administration and interpretation of the Course Evaluation Schedule, designed to assess students' perception of instruction. The inventory is divided into four parts; the first, designed to elicit information about the instructional modes used, is not included in the ratings. The remaining three parts consist of general course ratings, specific statements referring to course characteristics, and specific statements about instructor characteristics. Utilizing factor analytic procedures the 46 items in these three parts were grouped into five scales—educational value, management of instructional climate, instructional strategy, evaluation consistency, and scholarly affect—have reliabilities of .943, .908, .860, .811, and .907, respectively. Information is provided concerning: (1) administration—situation, time, materials, procedure; (2) interpretation of results—median ratings, scale scores, item analysis; and (3) technical concerns—instrument construction, norms, reliability, validity. The final form of the inventory is reproduced for scoring using an Optical Scan 100. (Author/KM)

ED 076 616 TM 002 621

Payne, David A. And Others

The Development and Field Test of an Evaluation Model for Educational Television. Volume I.

Pub Date 71

Note—159p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Television, Estimated Costs, *Evaluation Methods, Feasibility Studies, Field Studies, *Instructional Television, *Models, *Program Effectiveness, Program Evaluation, State Surveys, Technical Reports, Television Curriculum, Television Surveys, Television Viewing

The Georgia Television Evaluation Project was designed to provide: a model to evaluate the production and effectiveness of an ETV series, a model for the development of instruments and data-gathering procedures, statistical designs for analyzing and interpreting data, a field test of all prototype instruments and data-gathering procedures, a model for continuous evaluation of the GETV Network after the initial assessment studies have been completed, an estimate of cost factors and personnel requirements for operating an evaluation system, a model for the evaluation of the total impact of Instructional Television, and a model for evaluating the total impact of the Public Broadcasting segment of Educational Television. In Volume I the activities directly involved with developing the evaluation model itself are described. After the problem area, purposes, and characteristics of the network are specified in the first chapter, a brief overview of the research literature is presented. This summary is followed in Chapter Three by an overview of the research and evaluation activities. The model itself appears in the fourth chapter. Chapter Five contains recommendations resulting from feasibility studies. The volume concludes with a summary and suggestions for future research. (For related documents, see TM 002 622-635.) (Author/KM)

ED 076 617 TM 002 622

Payne, David A. And Others

Directions for Administering "How I Feel About Television in School". Lower Elementary Grade Form of Student Opinionnaire.

Pub Date 71

Note—3p.

Available from—Not available separately; see TM 002 621

Document Not Available from EDRS.

Descriptors—*Instructional Television, *Primary Grades, *Questionnaires, Student Attitudes, *Student Opinion, Television Surveys, Television Viewing

The lower elementary form of the student opinionnaire "How I Feel About Television in School" consists of directions for administration and 20 questions to be read aloud to students.

They respond by drawing an X through one of four faces (from very happy to very unhappy) corresponding to the way they feel about the question being asked. (For related documents, see TM 002 621, 623-635.) (KM)

ED 076 618 TM 002 623

Payne, David A. And Others

[Upper Elementary Grade Form of ITV Questionnaire.]

Pub Date 71

Note—2p.

Available from—Not available separately; see TM 002 621

Document Not Available from EDRS.

Descriptors—*Elementary Grades, *Instructional Television, *Questionnaires, Student Attitudes, *Student Opinion, Television Surveys, Television Viewing

This form of the instructional television questionnaire, intended for the upper elementary grades, consists of 15 questions to be answered by circling either yes or no, 12 sentence-completion items, and 1 question calling for three original sentences from the student about himself and television in school. (For related documents, see TM 001 621-622, 624-635.) (KM)

ED 076 619 TM 002 624

Payne, David A. And Others

Instructional Television Questionnaire -- Teacher Form.

Pub Date 71

Note—6p.

Available from—Not available separately; see TM 002 621

Document Not Available from EDRS.

Descriptors—*Instructional Television, *Questionnaires, *Rating Scales, *Teacher Attitudes, Teacher Background, Television Surveys, Television Viewing

The instructional television questionnaire for teachers consists primarily of statements to be answered with a rating scale. The first seventeen statements ask for evaluative judgments about various aspects of instructional television. The remainder of the statements require judgments of frequency. Questions to ascertain personal data and use of instructional television are also included. (For related documents, see TM 002 621-623, 625-635.) (KM)

ED 076 620 TM 002 625

Payne, David A. And Others

Evaluation of Instructional Television. Principal Form.

Pub Date 71

Note—5p.

Available from—Not available separately; see TM 002 621

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Instructional Television, *Principals, *Questionnaires, *Rating Scales, Television Surveys, Television Viewing

The instructional television questionnaire for principals consists primarily of a rating scale for statements concerning the relationship of instructional television to students, the relationship of instructional television to school administrators, supplementary materials, utilization of instructional television, instruction and scheduling of instructional television, communication, the instruction and scheduling of instructional television, and the relationship of instructional television to parents and PTA groups. A section on personal data is also included. (For related documents, see TM 002 621-624, 626-635.) (KM)

ED 076 621 TM 002 626

Payne, David A. And Others

Evaluation of Instructional Television. Curriculum Directors Supervisors Form.

Pub Date 71

Note—6p.

Available from—Not available separately; see TM 002 621

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Instructional Television, *Questionnaires, *Rating Scales, *Supervisors, Television Surveys, Television Viewing

The instructional television questionnaire for supervisors and curriculum directors is a rating scale requesting basically the same information and evaluations as the questionnaire for principals. (For related documents, see TM 002 621-625, 627-635.) (KM)

ED 076 622 TM 002 627

Payne, David A. And Others
Instructional Television Questionnaire -- Parent Form.

Pub Date 71

Note—1p.

Available from—Not available separately; see TM 002 621

Document Not Available from EDRS.

Descriptors—*Instructional Television, *Parent Attitudes, *Questionnaires, Television Surveys, Television Viewing

The parent form of the instructional television questionnaire consists of eight questions to be answered by circling either yes or no and a request for additional questions suggested for inclusion in future editions of this questionnaire. (For related documents, see TM 002 621-626, 628-635.) (KM)

ED 076 623 TM 002 628

Payne, David A. And Others
Communicative Evaluation Form.

Pub Date 71

Note—2p.

Available from—Not available separately; see TM 002 621

Document Not Available from EDRS.

Descriptors—*Instructional Television, Program Effectiveness, Program Evaluation, *Questionnaires, *Rating Scales, *Teacher Attitudes, *Teaching Techniques, Television Surveys

The evaluation form used by teachers who viewed the ITV communications, broadcasts suggesting teaching techniques for teachers using the ITV series, is presented. Teachers are asked to rate 21 statements on a five-point scale. In addition, the instructional strengths and weaknesses of the television teacher are asked for, and a request is made for questions to be added to this questionnaire. (For related documents, see TM 002 621-627, 629-635.) (KM)

ED 076 624 TM 002 629

Payne, David A. And Others
Manual Lesson Evaluation Form.

Pub Date 71

Note—2p.

Available from—Not available separately; see TM 002 621

Document Not Available from EDRS.

Descriptors—*Course Evaluation, *Instructional Television, *Manuals, *Questionnaires, *Rating Scales, *Teacher Attitudes

The evaluation form used by teachers to rate the manual for the ITV series is presented. Twenty-six statements about the manual are presented to be rated on a five-point scale. (For related documents, see TM 002 621-628, 630-635.) (KM)

ED 076 625 TM 002 630

Payne, David A. And Others
Patterns Observation Summary.

Pub Date 71

Note—9p.

Available from—Not available separately; see TM 002 621

Document Not Available from EDRS.

Descriptors—*Check Lists, Classroom Materials, *Instructional Television, Lesson Observation Criteria, *Observation, *Student Behavior, *Teacher Behavior

The form used to record observations of teacher and pupil behavior dealing with the content of telelessons 30 and 31 of the ITV series is presented. For each item to be observed, space is given to check "teacher gives," "teacher asks," or "pupil(s) responds." A materials checklist for each of four observations of the classroom is also provided. (For related documents, see TM 002 621-629, 631-635.) (KM)

ED 076 626 TM 002 631

Payne, David A. And Others
Educational Television Questionnaire.

Report No.—WCES-20

Pub Date 71

Note—2p.

Available from—Not available separately; see TM 002 621

Document Not Available from EDRS.

Descriptors—*Demography, *Educational Television, *Public Opinion, *Questionnaires, Television Surveys, *Television Viewing

This mail questionnaire is designed to ascertain personal and demographic characteristics, TV and ETV viewing habits, and reasons for such

viewing habits. It contains 22 items. (For related documents, see TM 002 621-630, 632-635.) (KM)

ED 076 627 TM 002 632

Payne, David A. And Others

The Development and Field Test of an Evaluation Model for Educational Television. Volume II.

Pub Date 71

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Television, *Instructional Television, Program Evaluation, Public Opinion, Questionnaires, Rating Scales, Student Attitudes, Tables (Data), Teacher Attitudes, Technical Reports, Television Research, *Television Surveys, *Television Viewing, Test Construction

The four chapters of Volume II contain summaries of the research studies conducted during the development of the Georgia Educational Television Evaluation Model. They are: Instructional television questionnaires, evaluation of communicative and teacher aids—"Wonderful You," evaluation of communicative and teacher aids—"Patterns," and summary of public broadcasting survey. Specifics with regard to sample characteristics, statistical analyses, instrument development and try-out, etc. are presented, as are copies of the instruments used. (For related documents, see TM 002 621-631, 633-635.) Author/KM

ED 076 628 TM 002 633

Payne, David A. And Others
Teacher Achievement Test.

Pub Date 71

Note—4p.

Available from—Not available separately; see TM 002 632

Document Not Available from EDRS.

Descriptors—*Achievement Tests, *Instructional Television, *Models, Multiple Choice Tests, *Teacher Evaluation

The prototype of a teacher achievement test for the "Wonderful You" ITV series is presented. The test consists of 20 multiple-choice and yes-no items. (For related documents, see TM 002 621-632, 634-635.) (KM)

ED 076 629 TM 002 634

Payne, David A. And Others
Student Achievement Test -- "Wonderful You".

Pub Date 71

Note—4p.

Available from—Not available separately; see TM 002 632

Document Not Available from EDRS.

Descriptors—*Achievement Tests, *Grade 2, *Instructional Television, Multiple Choice Tests

A student achievement test concerning the "Wonderful You" ITV series for the second grade is presented. Explicit directions are given. The test consists of 25 multiple-choice and yes-no questions. (For related documents, see TM 002 621-633, 635.) (KM)

ED 076 630 TM 002 635

Payne, David A. And Others
Student Achievement Test -- Patterns.

Note—4p.

Available from—Not available separately; see TM 002 632

Document Not Available from EDRS.

Descriptors—*Achievement Tests, *Grade 6, *Instructional Television, Multiple Choice Tests

A student achievement test for the "Patterns" ITV series for the sixth grade on mathematics is presented. The test consists of 18 multiple-choice items. (For related documents, see TM 002 621-634.) (KM)

ED 076 631 TM 002 636

Miller, Stuart

Report on METHODS OF Evaluating Students at the University of California, Berkeley.

Pub Date Nov 65

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement Rating, College Environment, *Evaluation Methods, *Grades (Scholastic), *Grading, Higher Education, *Pass Fail Grading, *Student Evaluation, Technical Reports

Several arguments are made for changing the present system of grading in college. The arguments deal with: (1) the negative effect of grad-

ing on the teaching situation--the system is capricious and variable and encourages "grade grubbing"; (2) the lack of accuracy and uniformity of grades; (3) the effect of grading, as an enforcer of the work-success ethic, on the values of the university; (4) the failure of grading to stimulate motivation to learn; (5) the emphasis on grades for graduate admission despite the fact that grades do not predict success in graduate school; (6) the fact that grades are less important in obtaining employment than faculty evaluations; (7) the way in which the grading system encourages a kind of competition alien to the real purposes of university education and discourages the development of intrinsic and lasting intellectual interests and of self-definition and evaluation; (8) the low correlation between grades and creativity; (9) the way the system encourages cheating; (10) the protection grading affords bad teaching. Alternatives to grading suggested are: (1) pass-fail grading--minor enlargement of this option, pass-fail in the breadth requirements, in all nonmajor courses, in the first two years, in all four years; and (2) comprehensive examinations--a system for qualifying examinations for majors and for breadth requirements. (KM)

ED 076 632 TM 002 637

Hughes, Hughie

Can ACT Scores be Used to Predict Prospective Elementary Teachers' Ability to Understand Concepts Used in New Mathematic Curricula?

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Mathematics, *Mathematical Concepts, Mathematics Teachers, *Modern Mathematics, *Student Teachers, Teacher Background, Teacher Education, *Teacher Qualifications, Technical Reports

A pilot study was conducted of the understanding of prospective elementary school teachers of mathematical concepts. Purposes were to test the diagnostic instrument used to measure comprehension of concepts and to determine whether American College Test mathematics scores of student teachers could be used to predict ability to understand concepts used in new math in the elementary school. 54 were 46 student teachers to whom the Modern Mathematics Understanding Test, Multilevel Education was administered. ACT scores were available for 30 of the 46. Results showed that: (1) the test can be used to determine their ability to understand modern math concepts if some modifications of its use are made; (2) ACT scores cannot be used to predict understanding of modern math concepts; (3) some student teachers do not have an adequate understanding of informal geometry; (4) some student teachers need more practice writing alternative forms of mathematical sentences and testing their truth value; and (5) Ss performed best on basic operations, but some need additional instruction in applying mathematical principles in problem-solving situations and some lack an understanding of fractions and percent. (KM)

ED 076 633 TM 002 638

Gilbert, Katherine J.

Year One of a Three-Year Evaluation Study of University Hill Secondary School.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-17

Pub Date Jul 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Community Involvement, Educational Change, *Experimental Programs, *Independent Study, Parent Participation, *Program Evaluation, School Attitudes, Secondary Grades, *Self Directed Groups, Technical Reports

The first year of a new program, in which students were expected to take responsibility for their own education, is evaluated in this report. Study was almost entirely independent; students usually worked at their own rate and used the teacher as a resource person. Parental and community involvement was emphasized. Volunteers worked at the school, and classes used facilities at the University of British Columbia. Results from an internal evaluation by the staff, questionnaires, and interviews of students and parents indicated support for the program. Results of the semantic differential administered in September 1971 and June 1972 showed that students had

more positive feelings toward school discipline, teachers, teaching, school, learning, attendance, books, themselves, marks and reports in June. All changes were statistically significant, as was the increase in negative feelings about school last year. Results of the standardized testing completed in June 1972 indicated that students had attained average or above achievement in English, mathematics, and reading skills. (For related documents, see TM 002 639-40.) (Author/KM)

ED 076 634 TM 002 639

Gilbert, Katherine J.

Summary of Contracted Student Time Questionnaire Returns from Students at University Hill Secondary School. Appendix A.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No.—RR-72-17

Pub Date Jul 72

Note—7p.

Available from—Not available separately; see TM 002 638

Document Not Available from EDRS.

Descriptors—Flexible Schedules, *Flexible Scheduling, *Questionnaires, School Schedules, Secondary School Students, Student Attitudes, *Student Opinion, *Time Blocks

The questionnaire concerning contracted student time used at University Hill Secondary School and a summary of responses to it are presented. Contracted Student Time is defined as the scheduling of student time in addition to allotted class time to enable the student to complete the requirements of a course. Numbers and percentages responding to each choice are given for each item in the questionnaire. (For related documents, see TM 002 638, 640.) (KM)

ED 076 635 TM 002 640

Gilbert, Katherine J.

Summary of Questionnaire Returns from Parents of Students at University Hill Secondary School. Appendix B.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No.—RR-72-17

Pub Date Jul 72

Note—7p.

Available from—Not available separately; see TM 002 638

Document Not Available from EDRS.

Descriptors—Flexible Schedules, *Flexible Scheduling, Parent Attitudes, *Parent Reaction, *Questionnaires, School Schedules, *Time Blocks

The questionnaire concerning contracted student time given to parents and responses to it are presented. Numbers and percentages responding to each choice are given for each item in the questionnaire. (For related documents, see TM 002 638-39.) (KM)

ED 076 636 TM 002 641

Carpenter, James L.

An Analysis of a Guaranteed Achievement Program to Achieve Specific Educational Objectives, or Performance Contracting, Chicago Style.

Chicago Board of Education, Ill.

Pub Date Feb 73

Note—19p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Individualized Instruction, Inner City, *Performance Contracts, Program Descriptions, Program Effectiveness, *Program Evaluation, Reading Achievement, Reading Improvement, *Reading Skills

The components of an educational program, designed to ensure the attainment of specific objectives, are described. Program objectives included the introduction of a new individualized instructional system operating within the same constraints experienced by public school staff, insurance that each child in the program would receive his fair share of instruction, and insurance that children would be validly measured on criterion and norm referenced tests. The effectiveness of the program's components in attaining these objectives is discussed. Observations concerning the efficiency of performance contracting as a procedure for bringing about change also are presented. (Author)

ED 076 637

Cyrier, Roseann

Experiences With a Measure of Self-Concept in the Chicago Schools.

Chicago Board of Education, Ill.

Pub Date Feb 73

Note—19p.; Paper prepared for Symposium of American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, Childhood Attitudes, Factor Analysis, Grade 2, Grade 5, Item Analysis, School Attitudes, Self Concept, *Self Concept Tests, Tables (Data), Technical Reports, *Test Results

In conjunction with the evaluation of Project R.E.A.D., an instrument to measure self-concept, "When Do I Smile?" was administered to 515 children, and the test itself was analyzed. The test consists of 21 or 23 items, depending on level, to which children respond by marking faces for each item which are smiling, passive, or frowning. Younger children were happier about almost every item and tended toward extreme responses. Older children were becoming much more attuned to their peers and did not like to go to school; younger children did like going to school. Results of factor and item analyses are given. Suggestions are offered concerning the use of measures of self-concept. (KM)

ED 076 638 TM 002 643

Soares, Louise M. Soares, Anthony T.

Tests of Self Concept as Measures of Personality Change.

Pub Date Feb 73

Note—13p.; Address presented at the American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, Identification (Psychological), Individual Development, *Measurement Techniques, *Psychological Needs, *Self Concept, *Self Concept Tests, Self Congruence, Self Esteem, Self Evaluation, Speeches

The concept of self is basically derived from: (1) the responses made toward the individual by significant people in his immediate environment; (2) his perceptions of their behavior relevant to him; (3) the internalization of his perceptions into a coherent set of self-views; (4) the resultant self which he perceives as reflected back into the eyes of the significant others; (5) the reinforcement of that self as seen by him and by others and by his view of their concepts of him; and (6) his responses to the challenges and pressures of living. The self is reinforced by others who are like him, others who are important to him, others who are identification models of behavior, and himself when he chooses those behaviors that "prove" he is right about himself. An individual's self-esteem can suffer when he is not accepted, when he doubts his acceptability or competence, or when significant others disagree about his worth. The most common measures of self-concept are self-report, observational techniques, and combinational methods (projective techniques and determining the congruence between self-ratings and ratings of others. A number of limitations in self-concept assessment are listed. Educators can enhance and sometimes modify the self-concept of students by: giving them unconditional acceptance as a person of dignity and worth; recognizing their special abilities and strengths, which increases self-confidence; providing both challenge and boundary for the emerging self, and providing modeling agents of behavior. (KM)

ED 076 639 TM 002 644

Carver, Donald W. Liberty, Paul G.

A Comparison of Two Approaches in Factor Studies of Student Ratings of Courses and Instructors.

Pub Date Feb 73

Note—19p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Course Evaluation, *Factor Analysis, Rating Scales, *Student Opinion, *Teacher Evaluation, Technical Reports

TM 002 642

Results of two factor analyses of 3,722 student ratings of engineering courses and instructors, obtained by using alternative step factoring criteria, were compared on the basis of six criteria. Results indicated that the ten factor solution obtained by using a step criterion of accounting for 70-75% of the total variance as opposed to a five factor solution containing only factors having an eigenvalue greater than 1.0 accounted for a higher percentage of the total variance, clarified factor structure, provided more useful information for administrative decision-making, and supported the view that a 1.0 eigenvalue step criterion is unnecessarily restrictive in certain situations. (Author)

ED 076 640

TM 002 645

Callahan, Leroy G.

Clinical Evaluation and the Classroom Teacher.

Pub Date 73

Note—8p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Diagnosis, Elementary Grades, *Elementary School Mathematics, *Evaluation Techniques, *Measurement Techniques, Speeches, Student Evaluation, *Teacher Improvement, Video Tape Recordings

Changes that have occurred in the area of measurement and evaluation for the classroom teacher, as related to the specific area of elementary school mathematics, are discussed. From observation, it is suggested that developments in measurement and evaluation in the past have generally been somewhat detached from the classroom situation; have continued to strive for objectivity and standardization; have been more concerned with group comparisons than with individual progress; have tended to be concerned with segregated mathematical behaviors and not with the integrated whole of mathematical behavior; and have become more complex in mathematical behavior sampled, but remain dominated by the paper and pencil mode in presentation. Some of the potential of clinical evaluation procedures for the classroom teacher in making judgments on student learning in elementary school mathematics is examined. The videotaped clinical interview appears to have considerable potential as a tool in the measurement and evaluation arsenal for the classroom teacher. This potential appears to be in the functions of the measurement and evaluation process dealing with individual diagnosis and individual inventories of knowledge. The clinical interview coupled with videotaping procedures may also be extremely useful in teacher education. (DB)

ED 076 641

TM 002 646

Hill, Richard K., Jr.

Estimating Total-Test Score Distributions Through Item Sampling—A New Theoretical Approach.

Pub Date 73

Note—12p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Item Sampling, *Mathematical Models, *Norms, Speeches, *Statistical Analysis, *Test Results

A model for multiple choice test-taking behavior is proposed which is different from those presently used for item sampling theory. A new theory is developed, which includes a new concept to facilitate comprehension of item sampling theory, a "number-known" score distribution. A major advantage of the model is that it accommodates data from multidimensional tests. The relationships between the proposed model and established theory are shown. The advantages and disadvantages of the proposed theory are compared to those of other techniques currently in use. (Author)

ED 076 642

TM 002 647

Cohen, Stuart J.

The Effect on One's Own Performance of Evaluating Peers.

Pub Date 1 Mar 73

Note—23p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criterion Referenced Tests, *Evaluation Techniques, Males, *Peer Groups, Research Methodology, Secondary Grades, Speeches, *Student Evaluation, *Test Construction

Fifty-three high school males took a minicourse on library usage. All were randomly assigned a topic and given response sheets requiring the use of dictionaries, encyclopedias, periodicals, and books. In a discussion session, all received instructional handouts. Students were assigned either to evaluating two peers' pretests (experimental) or researching two new topics (control). New topics were randomly assigned for the post-test. Both groups mastered 50 percent more objectives on the posttest than on the pretest. No significant differences between the gains for the two groups were found. Evaluating a peer's work was as effective as performing additional tasks. (Author)

ED 076 643 TM 002 648
O'Connor, Patricia

The Use of Course-Specific Questionnaires in Formative Evaluation.

Pub Date 73

Note—4p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Formative Evaluation, Higher Education, *Measurement Instruments, *Questionnaires, *Self Evaluation, Speeches, *Student Evaluation

To obtain from students information for formative evaluation of instruction, course-specific questionnaires were developed with individual faculty. Forms were introduced by a statement that the purpose of evaluation was to improve instruction. Although items varied with the course, all had potential action implications and all requested recommendations for change. Results supporting the effectiveness of course-specific evaluation are reported. Information derived instigated responsive faculty action. Several instructional research projects have been initiated. In both courses in which forms were administered during consecutive years, statistically significant improvement was shown for items related to changes introduced but not for other items. (Author)

ED 076 644 TM 002 649
Garrett, Candace S.

The Effects of Modeling on the Development of Sex-Role Behaviors in Children.

Pub Date 73

Note—26p.; Ph.D. Dissertation Iowa State University at Ames; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Candace S. Garrett, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana 47401 (Reprints)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, Doctoral Theses, Grade 1, Models, Research Methodology, *Role Models, *Role Perception, *Sex (Characteristics), Sex Differences, Speeches

The purpose of this investigation was to examine the effects of modeling on sex-role development in first-grade children. It was hypothesized that when male-female pairs of children observed a male-female pair of models each child would probably shift his sex-role behavior toward that of the like-sex model. Sixty children served as subjects. The results did not support the hypothesis. The data supported the opposite effect: each child imitated the actions of the opposite-sex model. These results are explained in terms of identification, rather than modeling, theory. (Author)

ED 076 645 TM 002 650
Keating, J. Ward

A Problem in the Aggregation of Student Data to the Level of School. Working Draft.

Pub Date 73

Note—7p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Covariance, *Data Analysis, Males, *Mathematical Models, *Sampling, Speeches

In many circumstances it is appropriate to use the school as the unit of analysis. The variables measured on students must be aggregated to form a mean for each school. However, the means derived from the students sampled in a school will tend to fluctuate around the true mean for the school in a way determined by the within-school correlations among student variables rather than by the between-school correlations. A model is presented which circumvents this problem by obtaining replicate measures for each variable. The model permits estimation of the true between-schools covariance matrix and measurement error variances. An example employing real data is presented. (Author)

ED 076 646 TM 002 651
Steele, Sara M.

Program Evaluation as an Administrative Concept.

Pub Date 28 Feb 73

Note—14p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Decision Making, *Educational Objectives, *Evaluation Techniques, *Program Evaluation, Speeches

How do the various ideas currently used in conceptualizing and modeling evaluation relate to the administrator? How can he best use them in guiding his institution in evaluation? This paper summarizes some of the major trends of thought related to evaluation and explores them from an administrative rather than from a research or instructional point of view. It presents a framework and discusses some of the issues involved in program evaluation in educational institutions. (Author)

ED 076 647 TM 002 654
Potter, David A.

Personalism and Interpersonal Attraction. Educational Testing Service, Princeton, N.J.

Report No.—RB-73-7

Pub Date Jan 73

Note—23p.; To be published in "Journal of Personality and Social Psychology"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Interpersonal Relationship, *Psychological Studies, Research Methodology, *Self Evaluation, *Sociometric Techniques, Statistical Analysis, Technical Reports, *Test Construction

Attribution theory predicts that actions seen as specifically directed toward a person have greater impact than those not so directed. It was hypothesized that agreement between self-evaluation and another's evaluation increases personalism of received evaluations, increasing both impact and tendency to reciprocate liking or disliking. In a 2 x 2 x 2 factorial design, 66 subjects received a high or low score on two tests of social insight. Each subject then received evaluations, supposedly from another subject, indicating (1) the partner estimated the subject's social insight as well above or below average, and (2) the partner liked the subject very much or disliked him moderately. Liking for the partner was the dependent variable. Results supported the experimental hypothesis; a significant (p.001) three-way interaction effect was observed. (Author)

ED 076 648 TM 002 655
Henson, Stanley

A Study of the Cognitive and Affective Performance of Children in the Elementary Science Study Program.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Age Differences, Analysis of Variance, *Attitude Tests, *Classroom Environment, Cognitive Development, Elementary Grades, *Elementary School Science, Statistical Analysis, Student Evaluation, Technical Reports, *Test Results

Identifiers—*Elementary Science Study Program. Three studies are reported for children participating in the Elementary Science Study (ESS) program. They are the cognitive and affective performances and the classroom learning environment. Three groups of ESS children were evaluated: nine-year-olds, ten-year-olds, and eleven-year-olds. Each age group contained 30 randomly selected subjects. The hypothesis was tested by a pre- and post-test treatment. The results revealed in this study were (a) nine-year-olds increased their achievement in knowledge, comprehension,

and application of science; ten-year-olds increased in knowledge and comprehension; and eleven-year-olds increased in comprehension; (b) all three groups showed no significant gains in their attitudes toward science; (c) no change was shown in the classroom learning environment in competitiveness, difficulty, cohesiveness, and satisfaction. However, classroom friction increased. Implications of the findings show that children can make significant achievement in the ESS program. Evidence from the classroom learning environment suggests that the ESS provides opportunity for creativity. (Author)

ED 076 649 TM 002 656
Hoen, Robert R.

An Evaluation of Multi-Age Classes at Carnarvon School, 1971-72.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-15

Pub Date 30 Jun 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Age Differences, Arithmetic, Comparative Analysis, Educational Innovation, Elementary Grades, *Multigraded Classes, *Program Evaluation, Rating Scales, Reading Tests, *Self Concept Tests, *Student Behavior, *Teacher Attitudes, Test Results

Identifiers—Pupil Behaviour Inventory, Self Concept Scale

This study was designed primarily to evaluate the effectiveness of three multi-age classes at Carnarvon School, Vancouver, B.C. (each class having an age range of three years: ages 6-8, 7-9, 9-11) in developing children's self-concepts and attitudes toward school. No significant difference was found between the multi-age and regular classes in mean raw scores on the Self-Concept Scale and Pupil Behaviour Inventory employed in the study. In addition, the study aimed to evaluate the effectiveness of the innovation in promoting individualization of instruction and in encouraging children to help each other with school work. The study also sought the opinions of teachers and children in the multi-age classes regarding the innovation. The opinions of the teachers of the two younger multi-age classes were very positive; but the teacher of the oldest multi-age class felt that the innovation was ineffective. All three teachers felt that special care should be taken in the placement of children in multi-age classes. The children's opinions were consistent with the teachers' opinions in most matters pertaining to the innovation. Finally, the study attempted to determine whether multi-age classes achieved at least as well as regular classes in basic reading and arithmetic skills. Reading achievement scores from the Gates-MacGinitie Test were obtained at the Grade 5 level, and these data were analyzed with I.Q. scores from the Henmon-Nelson Test as a covariate. Arithmetic achievement scores were obtained from the Vancouver Surveys at the Grade 3 and Grade 6 levels. The results are provided. (Author/DB)

ED 076 650 TM 002 657
Reid, Marilyn J.

Self-Concept Scale; Appendix A.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date 30 Jun 72

Note—6p.

Available from—Not available separately, see TM 002 656

Document Not Available from EDRS.

Descriptors—Elementary Grades, *Self Concept Tests, *Self Evaluation, Tests

Identifiers—Carnarvon School, *Self Concept Scale, Vancouver

The Self Concept Scale used in an evaluation of multi-age classes at Carnarvon School is provided. The scale is comprised of 80 true/not true statements. (For related documents, see TM 002 656, 658.) (DB)

ED 076 651 TM 002 658
Hoen, Robert R.

Pupil Behaviour Inventory; Appendix B.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date 30 Jun 72

Note—2p.

Available from—Not available separately, see TM 002 656

Document Not Available from EDRS.

Descriptors—Elementary Grades, *Rating Scales, *Student Behavior, *Student Evaluation, *Teacher Attitudes

Identifiers—Carnarvon School, *Pupil Behavior Inventory, Vancouver

The Pupil Behavior Inventory used by teachers in the multi-age classes at Carnarvon School is reproduced. The 34-item inventory provides for ratings of Very Frequently, Frequently, Sometimes, Infrequently, and Very Infrequently. (For related documents, see TM 002 656, 657.) (DB)

ED 076 652

TM 002 659

Bushell, Don, Jr.
Evaluating Classroom Progress.
Pub Date 73

Note—3p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Data Processing, *Evaluation Methods, *Student Evaluation, *Student Records, *Systems Approach

Identifiers—*Project Follow Through

A system for continuously evaluating the ongoing progress of each child in Project Follow Through classrooms that are involved in the Behavior Analysis Program is discussed briefly. The steps in the process are: (1) define an instructional objective; (2) record the weekly book and page placement of every child in the class on a special roster; (3) enter placements on a special progress chart; (4) translate the teacher's weekly placement information into pencil marks that are read by an optical scanning machine; (5) check the placements by computer to ascertain whether a child has exceeded or fallen short of his progress target for that week; (6) combine information concerning the child's recent progress history and his objective for the year, and set specific target for the coming week; and (7) telephone the new set of targets to a teletype in the local district so that, at the beginning of the next day, the teacher receives a new set of individualized targets for each child in the class. (DB)

ED 076 653

TM 002 660

Edgar, G.

Pluralism and American Education: A Black Perspective.

Pub Date Feb 73

Note—21p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Educational Opportunities, *Equal Education, Ethnic Groups, *Negroes, *Racial Factors, Speeches

In this paper several definitions of equality of educational opportunity are presented and discussed with respect to their implications for black Americans. Inequality may be defined in terms of degree of racial segregation, relative availability of financial and other educational resources, relative effectiveness of educational programs in encouraging cognitive growth and the development of positive attitudes toward school and self, and availability of opportunities to learn about and develop pride in one's own cultural heritage. It is argued that equality of educational opportunity implies much more than racial balance or equal facilities. The basic requirement is equal respect for different racial and cultural groups. This implies moving away from universalistic notions about curricula and centralized control of school systems toward pluralistic programs and decentralized control. (Author)

ED 076 654

TM 002 661

Kirby, Edward A. Hiller, Jack H.

Comparative Validation of a Direct and an Indirect Measure of Academic Self-Confidence.

Pub Date 73

Note—19p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Educational Research, Grade 9, *Measurement Instruments, *Predictive Ability (Testing), Questionnaires, *Self Concept, Speeches, Statistical Analysis, Student Evaluation, *Test Results

Identifiers—Brookover Scale of Academic Ability, Intellectual Self Confidence Scale

Predictive validities were comparatively evaluated for a direct (SCAAS) and an indirect (ISCS) measure of academic self-confidence. Both instruments significantly predicted a variety of criteria for ninth-grade males (N=55). Predictions for females (N=44) were generally lower than for males, and the indirect measure was ineffective. The two measures were found to share roughly 36% common variance, attenuated to 77% for males and 58% for females. The direct measure generally predicted better than the indirect measure on standardized ability tests. These results reversed those found using college males, but corresponded to results for college females. (Author)

ED 076 655

TM 002 662

Mathews, Walter M.

Homosexuality: An Educational Confrontation.

Pub Date Feb 73

Note—8p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Court Litigation, *Discriminatory Attitudes (Social), *Educational Responsibility, *Sex Discrimination, *Sex Education, Speeches

Identifiers—*Homosexuality

The school's reaction to homosexuality, in particular as related to the teacher, is discussed, and studies relating to the homosexual are referenced. What the educator can do to prevent homosexual behavior is, according to Hooker (1961): (1) create a climate that allows homosexuality to be openly and sensibly discussed and objectively handled; (2) provide for adequate sex education of both parents and children, so that the homosexual can understand himself better and the community can free itself of its punitive attitudes toward all sexuality; and (3) increase efforts to provide family counsel and child guidance services designed not only to promote healthy family life but also to provide specific help for parents whose children show early signs of developmental difficulties before these become fixed. (DB)

ED 076 656

TM 002 663

Rubin, Rosalyn A. Krus, Patricia H.

Validation of a School Behavior Rating Scale.

Minnesota Univ., St. Paul.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 73

Grant—OEG-32-33-0402-6021

Note—15p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Problems, *Behavior Rating Scales, Elementary Grades, Factor Analysis, *Sex Differences, Speeches, *Test Reliability, *Test Validity

Identifiers—*Project Educational Follow Up

A study was conducted to validate a school behavior rating scale on a sample of 1,153 elementary school children. Results indicate stable means and variances over grades kindergarten through fifth grade and a stable factor structure. Sex differences on behavior ratings favored females over males at all grade levels. School behavior ratings obtained by subjects for whom special action, such as special placement or receipt of special services, had been taken by the schools were significantly lower than the mean score of those for whom no such actions had been taken. (Author)

ED 076 657

TM 002 664

Eichelberger, R. Tony

Effects of Repeated Standardized Testing on Different Types of Students.

Pub Date 73

Note—13p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grade 6, *Intelligence Tests, Measurement Instruments, Speeches, *Standardized Tests, *Student Characteristics, *Student Testing, Testing, *Test Results

Identifiers—*Otis Lennson Mental Abilities Test

The effects of repeated I.Q. testing were investigated to ascertain the necessity of constructing and using alternate test forms. There were also attempts made to describe selected in-

dividual characteristics of subjects who improved the most over the repeated testing. One hundred and forty-five students were tested at one month intervals for three months. Two forms of the Otis-Lennson Mental Abilities Test were used in a counter-balanced design. The total group improved only from the first to second testing session. Persons repeating the same form did significantly better than persons taking alternate forms over the same testing sessions. It appeared that the students did tend to remember items from testing session one to testing session two, but this trend did not hold into testing session three. In general, the mean scores tended to decrease from testing session two to testing session three. Persons who appeared to improve most were from the upper class, or girls, or had relatively high grade point averages. (Author)

ED 076 658

TM 002 665

Basel, Ronald

Using Group Performance to Interpret Individual Responses to Criterion-Referenced Tests.

Pub Date Feb 73

Note—10p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criterion Referenced Tests, *Mathematical Models, *Measurement Instruments, Speeches, Statistical Analysis, *Test Interpretation, *Test Results

Identifiers—*Mastery Learning Test Model

The contention that interpretation of a student's performance on a criterion referenced test should be independent of the performance of his classmates is challenged. The Mastery Learning Test Model, which was developed for analyzing criterion referenced test data, is described. An estimate of the proportion of students in an instructional group which has achieved the referent objective is usable as a prior probability in interpreting individual responses. Considering instructional group performance enhances estimates of individual performance. Correlational data from a set of test items and a representative population of students are used to estimate the required item parameters. (Author)

ED 076 659

TM 002 666

Smock, Richard Crooks, Terence

Diagnosis and Remediation of Instructional Problems without the Use of Standardized Instruments.

Pub Date 28 Feb 73

Note—11p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Techniques, *Instructional Improvement, Questionnaires, Speeches, *Student Attitudes, *Teacher Evaluation

Considerable research has gone into the development of student questionnaires for instructional evaluation. Somewhat less effort has been devoted to development of methods for diagnosis and remediation of instructional problems, but such methods are needed in any comprehensive instructional evaluation system. This paper will focus on diagnostic evaluation as a formative process, with discussion of the timing of evaluative procedures and the forms that these procedures could take. The analogues of the statistical concepts of validity and reliability in diagnostic evaluation will be examined. Examples of techniques found useful by instructors and evaluators working in this area will be presented. (Author)

ED 076 660

TM 002 667

Gillmore, Gerald M.

Evaluation by Students for University-Wide Comparative Purposes.

Pub Date 27 Feb 73

Note—7p.; Paper presented at American Educational Research Association Convention (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Evaluation, Data Collection, *Evaluation Techniques, *Questionnaires, Reliability, Speeches, *Student Attitudes, *Teacher Evaluation, Validity

The use of a short, face valid, objectively scorable questionnaire to obtain students' evalua-

Descriptors—*Criterion Referenced Tests, *Evaluation Techniques, Males, *Peer Groups, Research Methodology, Secondary Grades, Speeches, *Student Evaluation, *Test Construction

Fifty-three high school males took a minicourse on library usage. All were randomly assigned a topic and given response sheets requiring the use of dictionaries, encyclopedias, periodicals, and books. In a discussion session, all received instructional handouts. Students were assigned either to evaluating two peers' pretests (experimental) or researching two new topics (control). New topics were randomly assigned for the post-test. Both groups mastered 50 percent more objectives on the posttest than on the pretest. No significant differences between the gains for the two groups were found. Evaluating a peer's work was as effective as performing additional tasks. (Author)

ED 076 643 TM 002 648

O'Connor, Patricia

The Use of Course-Specific Questionnaires in Formative Evaluation.

Pub Date 73

Note—4p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Formative Evaluation, Higher Education, *Measurement Instruments, *Questionnaires, *Self Evaluation, Speeches, *Student Evaluation

To obtain from students information for formative evaluation of instruction, course-specific questionnaires were developed with individual faculty. Forms were introduced by a statement that the purpose of evaluation was to improve instruction. Although items varied with the course, all had potential action implications and all requested recommendations for change. Results supporting the effectiveness of course-specific evaluation are reported. Information derived instigated responsive faculty action. Several instructional research projects have been initiated. In both courses in which forms were administered during consecutive years, statistically significant improvement was shown for items related to changes introduced but not for other items. (Author)

ED 076 644 TM 002 649

Garrett, Candace S.

The Effects of Modeling on the Development of Sex-Role Behaviors in Children.

Pub Date 73

Note—26p.; Ph.D. Dissertation Iowa State University at Ames; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Candace S. Garrett, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana 47401 (Reprints)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, Doctoral Theses, Grade 1, Models, Research Methodology, *Role Models, *Role Perception, *Sex (Characteristics), Sex Differences, Speeches

The purpose of this investigation was to examine the effects of modeling on sex-role development in first-grade children. It was hypothesized that when male-female pairs of children observed a male-female pair of models each child would probably shift his sex-role behavior toward that of the like-sex model. Sixty children served as subjects. The results did not support the hypothesis. The data supported the opposite effect: each child imitated the actions of the opposite-sex model. These results are explained in terms of identification, rather than modeling, theory. (Author)

ED 076 645 TM 002 650

Keesling, J. Ward

A Problem in the Aggregation of Student Data to the Level of School. Working Draft.

Pub Date 73

Note—7p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Covariance, *Data Analysis, Males, *Mathematical Models, *Sampling, Speeches

In many circumstances it is appropriate to use the school as the unit of analysis. The variables measured on students must be aggregated to form a mean for each school. However, the means derived from the students sampled in a school will tend to fluctuate around the true mean for the school in a way determined by the within-school correlations among student variables rather than by the between-school correlations. A model is presented which circumvents this problem by obtaining replicate measures for each variable. The model permits estimation of the true between-schools covariance matrix and measurement error variances. An example employing real data is presented. (Author)

ED 076 646 TM 002 651

Steele, Sara M.

Program Evaluation as an Administrative Concept.

Pub Date 28 Feb 73

Note—14p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Decision Making, *Educational Objectives, *Evaluation Techniques, *Program Evaluation, Speeches

How do the various ideas currently used in conceptualizing and modeling evaluation relate to the administrator? How can he best use them in guiding his institution in evaluation? This paper summarizes some of the major trends of thought related to evaluation and explores them from an administrative rather than from a research or instructional point of view. It presents a framework and discusses some of the issues involved in program evaluation in educational institutions. (Author)

ED 076 647 TM 002 654

Potter, David A.

Personalism and Interpersonal Attraction.

Educational Testing Service, Princeton, N.J.

Report No—RB-73-7

Pub Date Jan 73

Note—23p.; To be published in "Journal of Personality and Social Psychology"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Interpersonal Relationship, *Psychological Studies, Research Methodology, *Self Evaluation, *Sociometric Techniques, Statistical Analysis, Technical Reports, *Test Construction

Attribution theory predicts that actions seen as specifically directed toward a person have greater impact than those not so directed. It was hypothesized that agreement between self-evaluation and another's evaluation increases personalism of received evaluations, increasing both impact and tendency to reciprocate liking or disliking. In a 2 x 2 x 2 factorial design, 66 subjects received a high or low score on two tests of social insight. Each subject then received evaluations, supposedly from another subject, indicating (1) the partner estimated the subject's social insight as well above or below average, and (2) the partner liked the subject very much or disliked him moderately. Liking for the partner was the dependent variable. Results supported the experimental hypothesis; a significant (p.001) three-way interaction effect was observed. (Author)

ED 076 648 TM 002 655

Henson, Stanley

A Study of the Cognitive and Affective Performance of Children in the Elementary Science Study Program.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Age Differences, Analysis of Variance, *Attitude Tests, *Classroom Environment, Cognitive Development, Elementary Grades, *Elementary School Science, Statistical Analysis, Student Evaluation, Technical Reports, *Test Results

Identifiers—*Elementary Science Study Program

Three studies are reported for children participating in the Elementary Science Study (ESS) program. They are the cognitive and affective performances and the classroom learning environment. Three groups of ESS children were evaluated: nine-year-olds, ten-year-olds, and eleven-year-olds. Each age group contained 30 randomly selected subjects. The hypothesis was tested by a pre- and post-test treatment. The results revealed in this study were (a) nine-year-olds increased their achievement in knowledge, comprehension,

and application of science; ten-year-olds increased in knowledge and comprehension; and eleven-year-olds increased in comprehension; (b) all three groups showed no significant gains in their attitudes toward science; (c) no change was shown in the classroom learning environment in competitiveness, difficulty, cohesiveness, and satisfaction. However, classroom friction increased. Implications of the findings show that children can make significant achievement in the ESS program. Evidence from the classroom learning environment suggests that the ESS provides opportunity for creativity. (Author)

ED 076 649 TM 002 656

Hoen, Robert R.

An Evaluation of Multi-Age Classes at Carnarvon School, 1971-72.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No—RR-72-15

Pub Date 30 Jun 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Age Differences, Arithmetic, Comparative Analysis, Educational Innovation, Elementary Grades, *Multigraded Classes, *Program Evaluation, Rating Scales, Reading Tests, *Self Concept Tests, *Student Behavior, *Teacher Attitudes, Test Results

Identifiers—Pupil Behaviour Inventory, Self Concept Scale

This study was designed primarily to evaluate the effectiveness of three multi-age classes at Carnarvon School, Vancouver, B.C. (each class having an age range of three years: ages 6-8, 7-9, 9-11) in developing children's self-concepts and attitudes toward school. No significant difference was found between the multi-age and regular classes in mean raw scores on the Self-Concept Scale and Pupil Behaviour Inventory employed in the study. In addition, the study aimed to evaluate the effectiveness of the innovation in promoting individualization of instruction and in encouraging children to help each other with school work. The study also sought the opinions of teachers and children in the multi-age classes regarding the innovation. The opinions of the teachers of the two younger multi-age classes were very positive; but the teacher of the oldest multi-age class felt that the innovation was ineffective. All three teachers felt that special care should be taken in the placement of children in multi-age classes. The children's opinions were consistent with the teachers' opinions in most matters pertaining to the innovation. Finally, the study attempted to determine whether multi-age classes achieved at least as well as regular classes in basic reading and arithmetic skills. Reading achievement scores from the Gates-MacGinitie Test were obtained at the Grade 5 level, and these data were analyzed with I.Q. scores from the Henmon-Nelson Test as a covariate. Arithmetic achievement scores were obtained from the Vancouver Surveys at the Grade 3 and Grade 6 levels. The results are provided. (Author/DB)

ED 076 650 TM 002 657

Reid, Marilyn J.

Self-Concept Scale; Appendix A.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date 30 Jun 72

Note—6p.

Available from—Not available separately, see TM 002 656

Document Not Available from EDRS.

Descriptors—Elementary Grades, *Self Concept Tests, *Self Evaluation, Tests

Identifiers—Carnarvon School, *Self Concept Scale, Vancouver

The Self Concept Scale used in an evaluation of multi-age classes at Carnarvon School is provided. The scale is comprised of 80 true/not true statements. (For related documents, see TM 002 656, 658.) (DB)

ED 076 651 TM 002 658

Hoen, Robert R.

Pupil Behaviour Inventory; Appendix B.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date 30 Jun 72

Note—3p.

Available from—Not available separately, see TM 002 656

Document Not Available from EDRS.

Descriptors—Elementary Grades, *Rating Scales, *Student Behavior, *Student Evaluation, *Teacher Attitudes

Identifiers—Carnarvon School, *Pupil Behavior Inventory, Vancouver

The Pupil Behavior Inventory used by teachers in the multi-age classes at Carnarvon School is reproduced. The 34-item inventory provides for ratings of Very Frequently, Frequently, Sometimes, Infrequently, and Very Infrequently. (For related documents, see TM 002 656, 657.) (DB)

ED 076 652 TM 002 659

Bushell, Don, Jr.
Evaluating Classroom Progress.
Pub Date 73

Note—3p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Data Processing, *Evaluation Methods, *Student Evaluation, *Student Records, *Systems Approach

Identifiers—*Project Follow Through

A system for continuously evaluating the ongoing progress of each child in Project Follow Through classrooms that are involved in the Behavior Analysis Program is discussed briefly. The steps in the process are: (1) define an instructional objective; (2) record the weekly book and page placement of every child in the class on a special roster; (3) enter placements on a special progress chart; (4) translate the teacher's weekly placement information into pencil marks that are read by an optical scanning machine; (5) check the placements by computer to ascertain whether a child has exceeded or fallen short of his progress target for that week; (6) combine information concerning the child's recent progress history and his objective for the year, and set specific target for the coming week; and (7) telephone the new set of targets to a teletype in the local district so that, at the beginning of the next day, the teacher receives a new set of individualized targets for each child in the class. (DB)

ED 076 653 TM 002 660

Epps, Edgar G.
Pluralism and American Education: A Black Perspective.
Pub Date Feb 73

Note—21p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Educational Opportunities, *Equal Education, Ethnic Groups, *Negroes, *Racial Factors, Speeches

In this paper several definitions of equality of educational opportunity are presented and discussed with respect to their implications for black Americans. Inequality may be defined in terms of degree of racial segregation, relative availability of financial and other educational resources, relative effectiveness of educational programs in encouraging cognitive growth and the development of positive attitudes toward school and self, and availability of opportunities to learn about and develop pride in one's own cultural heritage. It is argued that equality of educational opportunity implies much more than racial balance or equal facilities. The basic requirement is equal respect for different racial and cultural groups. This implies moving away from universalistic notions about curricula and centralized control of school systems toward pluralistic programs and decentralized control. (Author)

ED 076 654 TM 002 661

Kirby, Edward A. Hiller, Jack H.
Comparative Validation of a Direct and an Indirect Measure of Academic Self-Confidence.
Pub Date 73

Note—19p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Educational Research, Grade 9, *Measurement Instruments, *Predictive Ability (Testing), Questionnaires, *Self Concept, Speeches, Statistical Analysis, Student Evaluation, *Test Results

Identifiers—Brookover Scale of Academic Ability, Intellectual Self Confidence Scale

Predictive validities were comparatively evaluated for a direct (SCAAS) and an indirect (ISCS) measure of academic self-confidence. Both instruments significantly predicted a variety of criteria for ninth-grade males (N=55). Predictions for females (N=44) were generally lower than for males, and the indirect measure was ineffective. The two measures were found to share roughly 36% common variance, attenuated to 77% for males and 58% for females. The direct measure generally predicted better than the indirect measure on standardized ability tests. These results reversed those found using college males, but corresponded to results for college females. (Author)

ED 076 655 TM 002 662

Mathews, Walter M.
Homosexuality: An Educational Confrontation.
Pub Date Feb 73

Note—8p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Court Litigation, *Discriminatory Attitudes (Social), *Educational Responsibility, *Sex Discrimination, *Sex Education, Speeches

Identifiers—*Homosexuality

The school's reaction to homosexuality, in particular as related to the teacher, is discussed, and studies relating to the homosexual are referenced. What the educator can do to prevent homosexual behavior is, according to Hooker (1961): (1) create a climate that allows homosexuality to be openly and sensibly discussed and objectively handled; (2) provide for adequate sex education of both parents and children, so that the homosexual can understand himself better and the community can free itself of its punitive attitudes toward all sexuality; and (3) increase efforts to provide family counsel and child guidance services designed not only to promote healthy family life but also to provide specific help for parents whose children show early signs of developmental difficulties before these become fixed. (DB)

ED 076 656 TM 002 663

Rubin, Rosalyn A. Krus, Patricia H.
Validation of a School Behavior Rating Scale.
Minnesota Univ., St. Paul.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 73

Grant—OEG-32-33-0402-6021

Note—15p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Problems, *Behavior Rating Scales, Elementary Grades, Factor Analysis, *Sex Differences, Speeches, *Test Reliability, *Test Validity

Identifiers—*Project Educational Follow Up

A study was conducted to validate a school behavior rating scale on a sample of 1,153 elementary school children. Results indicate stable means and variances over grades kindergarten through fifth grade and a stable factor structure. Sex differences on behavior ratings favored females over males at all grade levels. School behavior ratings obtained by subjects for whom special action, such as special placement or receipt of special services, had been taken by the schools were significantly lower than the mean score of those for whom no such actions had been taken. (Author)

ED 076 657 TM 002 664

Eichelberger, R. Tony
Effects of Repeated Standardized Testing on Different Types of Students.
Pub Date 73

Note—13p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grade 6, *Intelligence Tests, Measurement Instruments, Speeches, *Standardized Tests, *Student Characteristics, *Student Testing, Testing, *Test Results

Identifiers—*Otis Lennon Mental Abilities Test

The effects of repeated I.Q. testing were investigated to ascertain the necessity of constructing and using alternate test forms. There were also attempts made to describe selected in-

dividual characteristics of subjects who improved the most over the repeated testing. One hundred and forty-five students were tested at one month intervals for three months. Two forms of the Otis-Lennon Mental Abilities Test were used in a counter-balanced design. The total group improved only from the first to second testing session. Persons repeating the same form did significantly better than persons taking alternate forms over the same testing sessions. It appeared that the students did tend to remember items from testing session one to testing session two, but this trend did not hold into testing session three. In general, the mean scores tended to decrease from testing session two to testing session three. Persons who appeared to improve most were from the upper class, or girls, or had relatively high grade point averages. (Author)

ED 076 658 TM 002 665

Besel, Ronald
Using Group Performance to Interpret Individual Responses to Criterion-Referenced Tests.
Pub Date Feb 73

Note—10p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criterion Referenced Tests, *Mathematical Models, *Measurement Instruments, Speeches, Statistical Analysis, *Test Interpretation, *Test Results

Identifiers—*Mastery Learning Test Model

The contention that interpretation of a student's performance on a criterion referenced test should be independent of the performance of his classmates is challenged. The Mastery Learning Test Model, which was developed for analyzing criterion referenced test data, is described. An estimate of the proportion of students in an instructional group which has achieved the referent objective is usable as a prior probability in interpreting individual responses. Considering instructional group performance enhances estimates of individual performance. Correlational data from a set of test items and a representative population of students are used to estimate the required item parameters. (Author)

ED 076 659 TM 002 666

Smock, Richard Crooks, Terence
Diagnosis and Remediation of Instructional Problems without the Use of Standardized Instruments.
Pub Date 28 Feb 73

Note—11p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Techniques, *Instructional Improvement, Questionnaires, Speeches, *Student Attitudes, *Teacher Evaluation

Considerable research has gone into the development of student questionnaires for instructional evaluation. Somewhat less effort has been devoted to development of methods for diagnosis and remediation of instructional problems, but such methods are needed in any comprehensive instructional evaluation system. This paper will focus on diagnostic evaluation as a formative process, with discussion of the timing of evaluative procedures and the forms that these procedures could take. The analogues of the statistical concepts of validity and reliability in diagnostic evaluation will be examined. Examples of techniques found useful by instructors and evaluators working in this area will be presented. (Author)

ED 076 660 TM 002 667

Gillmore, Gerald M.
Evaluation by Students for University-Wide Comparative Purposes.
Pub Date 27 Feb 73

Note—7p.; Paper presented at American Educational Research Association Convention (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Evaluation, Data Collection, *Evaluation Techniques, *Questionnaires, Reliability, Speeches, *Student Attitudes, *Teacher Evaluation, Validity

The use of a short, face valid, objectively scorable questionnaire to obtain students' evalua-

tions of courses as a whole is discussed. The instrument is described from the standpoints of content domain, reliability, face validity, and university-wide applicability. This instrument would provide reliable normed data for use by campus-level administrators. (DB)

ED 076 661 TM 002 669

Willson, Victor L.

Estimation of Intervention Effects in Seasonal Time-Series.

Report No.—No-63

Pub Date Feb 73

Note—17p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Linear Programming, *Mathematical Models, Speeches, *Statistical Analysis

A model for the integrated moving averages process of order one, IMA (1, 1), having a seasonal (cyclic) component is presented. The model incorporates a parameter for possible change in level of the process after intervention, following methods developed by Box and Tiao (1965), and Glass, Willson, and Gottmann (1972). Least-squares estimates and associated significance tests for the parameters of the model (in particular, the intervention parameter) are derived. The results of a computer study and an example from real data are given with analysis and interpretation of parameter estimates. Results of the theoretical derivation are extended to other models [IMA (1, 1) with deterministic drift, multi-component models], and limitations of the model are noted. (Author)

ED 076 662 TM 002 670

McRae, Douglas J.

The Relationship of Aptitude Test School Means and School Socioeconomic Characteristics to Achievement Test School Means.

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—CTB/McGraw Hill, Monterey, Calif.

Report No.—IBR-TR-73-1

Pub Date Feb 73

Note—37p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aptitude, *Achievement Tests, Comparative Analysis, Elementary Grades, *Multiple Regression Analysis, Questionnaires, Secondary Grades, *Socioeconomic Background, Speeches, *Test Results

Identifiers—California Achievement Tests, Short Form Test Academic Aptitude

When interpreting the results of a norm-referenced testing program, the availability of several expectations of test scores is desirable. Toward this objective, academic aptitude test data (the Short Form Test of Academic Aptitude) and school socioeconomic data were collected from the participants in the 1970 standardization of the California Achievement Tests. Multiple regression analyses were performed to relate (1) the SFTAA school means, and (2) the school socioeconomic data to the CAT school means. Comparative results were presented. The conclusion was that achievement test school means may be predicted quite accurately from both aptitude test school means and school socioeconomic data. (Author)

ED 076 663 TM 002 671

Grady, Michael J., Jr. Erion, Jonathon G.

An Evaluation of Accountability Programs in Colorado.

Colorado State Dept. of Education, Denver.

Pub Date 73

Note—12p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Comparative Analysis, *Data Analysis, *Educational Accountability, *Educational Objectives, *Program Evaluation, Speeches, *State Programs

Identifiers—*Colorado

Public Education in Colorado is serving as a demonstration project for the Cooperative Accountability Project, as well as for its own accountability statute. An analysis of accountability progress resulting from data gathered from the

second annual accountability report is discussed and summarized. Current Colorado Department of Education programs, such as the School Improvement Process teams, are described as they impact upon accountability in Colorado. Proposed SEA programs designed to assist the LEA implementation of accountability are highlighted in terms of the specific SEA-LEA needs which they satisfy. The analysis of accountability programs in Colorado also identifies the performance and process objectives found by LEA's to be most promising, as well as those whose assessment has been determined to be unsuccessful or not cost effective. (Author)

ED 076 664 TM 002 672

Mathews, Walter M.

Computer Narrative Assessment Reports.

Pub Date Feb 73

Note—13p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Computer Programs, *Narration, *Reports, *Scores, Speeches, Test Interpretation, *Test Results

Identifiers—California Psychological Inventory, Minnesota Multiphasic Personality Inventory, Preliminary Scholastic Aptitude Test, Teaching Information Processing System, TIPS

The use of narrative test reports overcomes the major barrier to understanding reports, understanding the language that is used. Early attempts to utilize the computer in generating narrative reports include: (1) Teaching Information Processing System (TIPS), involving periodic collection of information from students regarding courses, which is summarized within a few hours into three types of reports—student, section learner, and professor; (2) Preliminary Scholastic Aptitude Test (PSAT) Score Reports, involving eighty distinct sentences, in which variable phrases might be embedded, which are used to compose 75 distinct paragraphs, which in turn are combined to produce the 100 letters needed to interpret all combinations of scores; (3) Programmed Composition of Psychological Test Reports, involving selection of one of eight possible statements for each of the 101 scales of the MMPI (or the 124 of the MMPI and the CPI). Arguments can be made for and against the use of narrative reports. (KM)

ED 076 665 TM 002 673

Rose, Suzanna And Others

The Development of a Measure to Evaluate Language Communication Skills of Young Children.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Pub Date 73

Note—27p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, Kindergarten, *Language Development, Linguistic Competence, *Listening Skills, *Oral Communication, Primary Grades, Technical Reports, *Test Construction

The purpose of this study was to develop an evaluation instrument to assess young children's language communication skills. Two parallel sets of Language Communication Skills Tasks (LCST) were developed. Each task was developed to measure the effectiveness of the child's communication skills as both a speaker and listener. The subjects were 112 children from an inner-city public elementary school. Two sets of measures were derived. The first set dealt with communication measures and the second with the linguistic components. Detailed discussion of findings, procedures, and plans to revise and validate the LCST are presented in the paper. (Author)

ED 076 666 TM 002 674

Colantoni, Claude S. And Others

Operational Accountability.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Pub Date 26 Feb 73

Note—22p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Educational Accountability, *Information Sources, Management Information Systems, *Program Evaluation, *Structural Analysis, *Systems Development, Technical Reports, Testing, Urban Schools

The role of performance evaluation and testing in the development of an operational accountability system for urban public schools is discussed. Management science techniques and concepts and econometric methods are used to specify an accountability system, determine its data requirements, and evaluate alternative measures of systems performance. Empirical data, derived from surveys of administrative and teaching personnel in the Pittsburgh public school system and from the system's pupil and financial data files, are used in an examination of structural relationships among resource flows and the domains of administrative and teacher authority. Such analyses are shown to be prerequisite to the implementation of complete accountability systems in public education. (Author)

ED 076 667 TM 002 675

Tarr, Elvira R.

Some Philosophical Issues in Competency-Based Teacher Education.

Pub Date 26 Feb 73

Note—16p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Theories, Learning Theories, *Performance Based Teacher Education, *Performance Criteria, Speeches, Teacher Behavior, *Teacher Education, Teacher Role

One of the implied characteristics of competency-based teacher education is the allegedly systematic nature of the program. Attempts have been made to place CBTE within some philosophical tradition. But CBTE is actually a theoretically based teaching strategy employing parts of teaching theory, primarily prescriptive, and learning theory, primarily descriptive. The influence of a teacher's attitudes and values on pupil learning should not be overlooked. The competencies that have been identified have been derived empirically rather than from analysis of a conception. A stipulation should be made that competencies should be stated in assessable terms or not used. The use made of the word "performance" and the lack of time limits for completion tend ambiguity to the concept of CBTE. Participation in the program is described as broad-based decision-making, but to expect students to design the program is to ask for the finished product at the program's initiation. The inadequacy of the conception of teacher role and the absence of questions concerning the actual and continuing performance of those who have demonstrated their ability to perform are other weaknesses in CBTE. Of paramount importance is the fact that apparently no distinctions are drawn about the values of the various competencies. Too little attention is paid to the affective and cognitive domains. In addition, the individualization of instruction claimed for CBTE is not really individualized. The research to be done in learning and the relation between teacher performance and pupil learning are further reasons to question the soundness of CBTE. (KM)

ED 076 668 TM 002 676

Dohner, Charles W. And Others

Evaluation of an Interuniversity Program in Medical Education.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 72

Note—55p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Facilities, *Institutional Cooperation, *Interstate Programs, *Medical Education, Medical Schools, Medical Services, Physicians, Population Distribution, *Program Evaluation, Speeches

The regionalization of the University of Washington Medical School represents a beginning in addressing the problem of maldistribution of physician manpower in the states concerned—Washington, Alaska, Montana, Idaho (WAMI). The WAMI experiment uses the faculties and facilities available in the universities of these states to teach first year medical students the first quarter of basic sciences. This paper addresses itself to: (1) describing the philosophy, history, strategies, and activities of the WAMI experiment, (2) identifying the questions that need to be answered by the evaluation process; and (3) progress of the Program and curriculum evaluation to date. (Author)

ED 076 669 TM 002 677

Bernstein, Hene Nagel And Others
Should Evaluation Researchers in Education Have an Inferiority Complex?

Spons Agency—Russell Sage Foundation, New York, N.Y.

Pub Date 73

Note—29p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Educational Research, Educational Researchers, *Evaluation, *Federal Programs, *National Surveys, *Organization, Research Methodology, Speeches

Evaluation has been received by social scientists and administrators alike as the critical step required for the identification and implementation of action programs that are both effective and within the resources of the country. Very little is known about the actual evaluation process, its management methodologies and its impact. A national survey was conducted at Russell Sage Foundation by the authors of all federally funded evaluation studies in the human resource area. Studies were included if they were initiated in fiscal 1970 and had a budgetary allotment of \$10,000 or more. The findings of this survey are described. Comparisons are made with respect to both process and impact evaluation between investigations in education and those in other fields such as health, income security, public safety, welfare, etc. In addition to comparing the characteristics of education studies to those of others, data on the organizational arrangements under which the evaluation is carried out and the characteristics of the researchers are presented by field. (Author)

ED 076 670 TM 002 678

Wharton, Keith
Analyzing and Improving Instructional Practices.

Pub Date 27 Feb 73

Note—17p.; Paper presented at a symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Instruction, Course Evaluation, Effective Teaching, *Evaluation, *Evaluation Techniques, *Instructional Improvement, *Matrices, Problem Solving, Speeches, Teacher Evaluation

As part of a symposium on "A Plan for the Comprehensive Evaluation of College Teaching," this paper focuses on the third of three suggested levels of an evaluation matrix, specific feedback data aimed at pinpointing reasons for and solving problems with teaching and classroom activities. Methods of getting specific feedback data from students and colleagues and of providing assistance to improve instruction are examined. Such data are usually collected to clarify and explicate problems identified by Level 2 evaluation. Student input to Level 3 evaluation may take several forms. For instance, if lectures were reviewed negatively at Level 2, an open-ended questionnaire about the lectures could be developed and used. Alternatively, the faculty member could engage in discussions with his students concerning improvement of the lectures. The important contributions to Level 3 evaluation which colleagues and evaluation specialists can make are examined. (Author/KM)

ED 076 671 TM 002 679

Cole, Ron Roy
Computer Generated Ability Complements as an Alternative to Continuous Hierarchy Positions: A Cybernetic Model of School Administration.

Pub Date 27 Feb 73

Note—17p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Administrator Selection, Computer Oriented Programs, Computer Programs, *Cybernetics, *Models, Organization, Power Structure, Problem Solving, Program Descriptions, *School Administration

Identifiers—CAP, *Complement Abilities Pattern

The design of an alternative administrative structure related to the cybernetic era and its organizational characteristics are discussed. In View of the role of electronic information systems today, it would be valuable to synthesize the six perspectives of administration—leader, manager, change agent, theorist, planner, and futurist—to provide a human organizational and administrative model appropriate to the age of information. A new form of administrative organization is also needed in large urban school systems. An image of incrementalism in history is presented; it remains to be seen whether the cybernetic era will prove to be something different from an increment. The crisis in educational administration is related to efforts by the administrative pyramid to maintain its form while attempting to adapt to alternative components, but this cannot be done without dysfunction. The design proposed combines a form of the committee system with EDP. The complement abilities pattern (CAP) is one or more school administrator(s) designated by the computer information system as having those abilities, preferences, and characteristics required to solve a particular system problem. The CAP is formed on the basis of information provided concerning the characteristics of the problem in relation to its stored model of the school system and its stored information about each administrator. Parameters, descriptors, and certain information about the school system must be provided for CAP to design and analyze alternative solutions and programs. (KM)

ED 076 672 TM 002 680

Loe, Peter G. Seder, Alan
The Anchor Test Study: Administration of the Study.

Pub Date 73

Note—9p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Testing, National Norms, National Programs, *Reading Tests, *Standardized Tests, State Officials, Technical Reports, *Testing, *Test Results

The administration of the National Test-Equating Study in Reading is described as part of a symposium on the study. After contacts with each of the State Departments of Education, district and LEA superintendents were asked to consider the participation of randomly selected schools within their jurisdictions. Upon receipt of approval, school principals were invited to participate in the study and were asked to appoint a School Coordinator. The Coordinator provided the enrollment and school descriptive data required for the assignment of tests and the shipment of test materials. Score rosters, showing raw scores, publishers' national percentiles and stanines, and summary statistics, for both sub-scores and total reading scores, were provided to each participating school. Reports were released to schools by the first week in June. (Author/KM)

ED 076 673 TM 002 681

Wickens, David L.
Evaluation in 'Open' Classroom Programs.

Pub Date Feb 73

Note—5p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, *Formative Evaluation, Individualized Instruction, *Open Education, *Performance Criteria, Primary Grades, Speeches, *Student Evaluation

The success of educational programs is often determined by the coincidence of the testing instruments with instructional procedures and program content rather than by the actual per-

formance of adults and children in the classroom situation. Standardized achievement tests, which are the principal instruments used for assessing program effects, present particular disadvantages for open classroom models because of the sequence of skill development implied in the test format, the construction of items, and the content of the items. These instruments and others available do not tap the major objectives of open classroom programs. The roster of objectives for open educational programs include several in the areas of socialization and problem solving which are central to the dynamics of the program, but, at present, do not allow for the establishment of specific measures of program effects. A description of the interaction of elements within an open classroom model is presented as a total system in which the assessment of process assumes a more important function than assessment of products represented by the concept underlying standardized achievement tests. Dimensions which show promise for assessment of program effects in an open system are discussed. (Author)

ED 076 674 TM 002 682

Sorenson, Philip H.
Conflicting Viewpoints That Affect Design, Analysis, Interpretations, and Reporting in the National Follow Through Evaluation.

Pub Date 73

Note—12p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, *Evaluation Criteria, Evaluation Methods, *Federal Programs, Primary Grades, Program Attitudes, *Program Design, *Program Evaluation, Speeches

Congress authorized Follow Through in 1967 under the Economic Opportunity Act to provide developmental and educational services for poor children in primary grades who had experienced Head Start or equivalent pre-school. A large scale service program was envisioned originally. Appropriations were not sufficient, however, so Follow Through was re-cast as an R&D program. The differences between these different concepts have affected both the implementation and assessment of the program. The following pairs of somewhat opposed orientations are discussed to illustrate the consequences of one view or another on feasible evaluations designs, appropriate analyses, and justifiable interpretations: (1) Follow Through as a service-oriented compensatory program or a research-oriented experiment, (2) analyses directed to policy issues or the "ethical questions," (3) evaluation addressed to formative or summative assessment, (4) program success defined by general or specific criteria, and (5) frequent reports of tendencies deferred reports of more stable findings. (Author)

ED 076 675 TM 002 683

Hecht, James T.
Usability of Scores Obtained from Repeated IQ Test Administrations.

Pub Date 73

Note—18p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Intelligence Differences, *Intelligence Quotient, Intelligence Tests, Scores, Standardized Tests, Technical Reports, *Testing, *Test Validity, *Test Wiseness, *Time Factors (Learning)

The relationship of test wiseness to I.Q. and the usability of I.Q. scores are discussed. Test wiseness involves the examinee's ability to obtain a high score on a standardized achievement test as a result of utilizing test-taking experience. Usability of I.Q. scores refers to the value of I.Q. scores to educators in making educational decisions. A primary reason for conducting the present investigation was to study the effects of repeated testing over an eighteen month interval. When I.Q. tests are administered over a short term, temporary sources of variance may be, at least in part, responsible for the increase in I.Q. Remembering specific items and practice effect provide plausible explanations for the short term gains. Gains found over periods of four months or less were not present over the longer time interval of eighteen months. (Author)

ED 076 676

TM 002 684

Bashook, Philip G. Foster, Stephen F.
How Many Es Are There? A Critical Analysis of Problems Concerning Determination of Evaluative Factors of Semantic Differential Scales.

Pub Date 73

Note—10p.; Paper presented at annual meeting American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Reprints from Stephen F. Foster, U.B.C., Faculty of Education, Vancouver 8, B.C., Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *Evaluation Criteria, *Factor Analysis, Internal Scaling, Rating Scales, *Semantic Differential, Statistical Analysis, Technical Reports

In measuring attitudes by Semantic Differential, bipolar adjective scales with high loadings on an evaluative factor derived by Principal Components Analysis are used typically as unidimensional attitude measures. Komorita and Bass, using conventional statistical techniques, report the discovery of more than one evaluative factor. This paper focuses on four considerations for establishing evaluative factors: concept complexity, eigenvalue cutoff criteria, eigenvalue plot, and conceptual analysis of scale groupings. Komorita's and Bass's data and new data from ratings of six concepts of varying complexity are analysed and discussed. Specific recommendations are made regarding determination of evaluative scales in attitude research. (Author)

ED 076 677

TM 002 685

Brittain, Clay V.
Computer Assisted Lesson Service at USAFI: An Interim Report.

Pub Date 73

Note—9p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Computer Assisted Instruction, Computer Oriented Programs, *Correspondence Courses, Experimental Programs, Military Personnel, Objective Tests, *Performance Factors, Technical Reports

Identifiers—Computer Assisted Lesson Service

A procedural variable, the use of computers to score the students' assignments, is being studied as it affects performance on correspondence courses. The format used is known as CALS-Computer Assisted Lesson Service. Courses were converted to an objective type lesson format which the student responded to using an electronically read answer sheet. The computer scored the lessons and printed comments to the student regarding the specific answer selected. Compared to the conventional course format, the CALS version positively affected lesson submissions, but had no effect on final examination scores. The effects of this procedure on completion rates have not, as of this time, been assessed. It is presumed that CALS will be a viable factor, particularly for identifiable subject matter area courses. (Author)

ED 076 678

TM 002 686

Villano, Maurice W.
The Internal Construct Validity of the Ross Educational Philosophical Inventory.

Pub Date 73

Note—18p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, Educational Philosophy, *Factor Analysis, *Item Analysis, *Rating Scales, Teacher Attitudes, Technical Reports, *Test Validity

Identifiers—*Ross Educational Philosophical Inventory

The purpose of this study was to construct-validate the REPI. The judgmental data of 25 content specialists were examined. The response data of 416 students were item analyzed and submitted to principal components analyses with orthogonal and oblique rotations. The items were generally representative of the content universe and 50 items optimally discriminated among the subjects. Both the REPI defined and factor derived scales were reliable. Uncorrelated factors

identified the underlying philosophical dimensions, but could not be combined to fit the item grouping assumption of the REPI. A substantial amount of test variance was explained and factor invariance was demonstrated. Evidence pointed to the internal validity of the instrument. (Author)

ED 076 679

TM 002 687

Thomas, Charles L.

The Overprediction Phenomenon among Black Collegians: Some Preliminary Considerations.

Pub Date Feb 73

Note—22p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, College Students, Grade Point Average, *Grades (Scholastic), Negro Students, *Predictive Ability (Testing), *Racial Differences, Sex Differences, *Standardized Tests, Technical Reports, *Test Bias

Identifiers—*American College Testing Program

Since the occurrence of overprediction of college grades for blacks has been found primarily in studies using SAT scores as predictors, a study was initiated to investigate the overprediction phenomenon when the ACT was used in conjunction with high school grades as a predictor of college GPA. College freshman-year GPA was used as the criterion variable. Separate regression equations and multiple R's were determined for males and females. Predicted college GPA for black and white males and females were determined by use of same-sex regression equations. Comparison of actual vs predicted college GPA were made for the races and sexes separately. No strong and consistent overprediction patterns for black males and females were revealed. In the few instances of substantial overprediction, it was primarily a matter of overestimating black female grades by means of regression equations based on high school grades. When same-sex regression equations were used, black female GPAs were most frequently overpredicted, but when total regression equations were used, black and white male GPAs were most frequently overpredicted. The greatest frequency of underprediction occurred with white female college GPAs. (KM)

ED 076 680

TM 002 688

Gaines, W. George

Studies of Interactions of Factors in a Model of School Learning.

Pub Date 28 Feb 73

Note—11p.; Paper presented at a symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Theories, Effective Teaching, Interaction Process Analysis, *Learning Theories, *Literature Reviews, *Models, Research Design, *Research Needs

Identifiers—Carroll (John)

Studies of the interactions within the Carroll model of learning, in which degree of learning is considered a function of the ratio of time spent to time needed, are described and evaluated. Evidence in previous research, which focused on the interaction of quality of instruction and ability to understand instruction on degree of learning, time needed, and perseverance, is regarded as inconclusive. It is recommended that researchers consider: (1) the measurement of variables in the model; (2) the interactions of variables in the model; (3) the nature of the function in the model and the best way to describe it; and (4) sub-models for each of the variables in the model. (KM)

ED 076 681

TM 002 689

Barden, Meg

Responsive Evaluation.

Pub Date Feb 73

Note—7p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Environment, *Evaluation Methods, *Evaluation Needs, Federal Programs, Open Education, *Performance Factors, Primary Grades, Program Evaluation, Speeches, Student Evaluation, Teacher Evaluation

Evaluation activities should always be considered in terms of the effect that they have on the persons or programs being evaluated. This is a particularly critical concept when young children are being evaluated. Evaluation should be of some value to the persons or programs being evaluated. For example, when a Follow Through program is being evaluated, persons in the community should be assisted in developing the skills they need to conduct evaluative activities valuable to them. In other words, every evaluation should be considered in terms of its effects on the individuals or programs being evaluated. Procedures commonly used to measure outcomes in early childhood programs are conceived too narrowly and place artificial constraints on naturalness and spontaneity. (Author/KM)

ED 076 682

TM 002 690

Hinkle, Dennis E.

Methodological Consideration in Evaluating Year-Round Educational Programs.

Pub Date 1 Mar 73

Note—36p.; Paper presented at symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, *Models, *Program Evaluation, Research Design, Speeches, *Year Round Schools

Identifiers—CIPP Evaluation Model

The evaluation methodologies used in the 1960s to evaluate various ESEA programs were shown to be inappropriate and inadequate for the evaluation of year-round educational programs. Due to their complexity and the various levels of decision-making, YRE programs require consideration of contemporary evaluation methodology. Due consideration is the use of the CIPP Evaluation Model in the development of the evaluation design. Several of the thirty steps of the CIPP Model are particularly important in the evaluation of YRE programs—the identification of the various levels of decision-makers, the writing of objectives stating performance criteria, the determination of the value of each objective, and subsequently, the determination of the priority of each objective. When each of these steps are considered in context with the remaining steps, the resultant evaluation design would provide the various levels of decision-makers with the appropriate information at the proper time in order to make responsible decisions regarding the effects of YRE programs. Responsible decision-making based upon the availability of appropriate information should be the goal of all evaluation efforts. (Author/KM)

ED 076 683

TM 002 691

Crouse, James H. Idstein, Peter

Repeated Testing During Acquisition of College Course Material.

Pub Date 73

Note—5p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Independent Study, *Learning Characteristics, *Study, Technical Reports, *Testing, *Time Factors (Learning)

Two experiments investigated the acquisition of course material under conditions of repeated testing. In Experiment I, with limited study intervals, acquisition increased over trials of study followed by testing. In addition, adjunct information about the content of the test item pool also increased performance. In Experiment II, with student determined study intervals, there was little or no change in performance associated with repeated testing. (Author)

ED 076 684

TM 002 692

Follman, John And Others

Multivariate Analysis of the Relationship between Creativity and Intelligence.

Pub Date 73

Note—4p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creativity, Creativity Tests, Grade 12, *Intelligence, Intelligence Tests, Scores, *Standardized Tests, *Statistical Analysis, Technical Reports, Test Results

The objective of this study was to conduct an intensive investigation of the relationship between Lorge Thorndike IQ subtest and Torrance creativity subtest scores. Ss were 154 twelfth graders. First order partial correlations were about .50 between different sets of creativity subtests with different IQ subtests partialled out. Canonical correlations between sets of creativity subtests vis a vis sets of IQ subtests were about .40. Multiple regression analyses indicated that different individual IQ subtests accounted for small amounts of creativity subtests variance and combinations of IQ subtests accounted for larger but still small amounts of creativity subtests' variance. (Author)

ED 076 685 TM 002 693

Hubert, Lawrence

Approximate Evaluation Techniques for the Max Hierarchical Clustering Procedure.

Pub Date 73

Note—22p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cluster Analysis, *Evaluation Techniques, Goodness of Fit, *Statistical Analysis, Technical Reports

A technique for testing the hypothesis that a hierarchical sequence of partitions constructed by the max method could have been obtained solely on the basis of "noise" is discussed. The evaluation procedure involves comparing a rank-order goodness-of-fit measure to the tabulated percentiles obtained from an approximate cumulative permutation distribution of the measure. One of the rank orderings of the object pairs is derived from the original similarity values between the objects to be partitioned; the second rank ordering of the object pairs is obtained from the partition hierarchy itself. (Author/KM)

ED 076 686 TM 002 694

Sparberg, Nancy Z. And Others

A Quick Teacher-Administered Screening Test to Predict Future Academic Failure in Kindergarten Children.

Pub Date 73

Note—15p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Failure, Achievement Tests, Grade 1, Grade 3, *Kindergarten Children, Prediction, *Predictive Ability (Testing), Reading Readiness Tests, *Screening Tests, Technical Reports

An experimental screening device designed to predict future academic failure in kindergarten children was administered to a group of kindergarten children in April. The prediction of success or failure made on the basis of the screening was correlated with the results of standardized reading readiness tests, as well as standardized achievement tests in first and third grades, and with chronological age. The point biserial correlations between predicted success-failure and actual achievement in reading and arithmetic were significant at the .01 level. Correlations between age and achievement were not significant. The efficiency was 100% and the effectiveness was 82%. (Author)

ED 076 687 TM 002 696

Popham, W. James

Identification and Assessment of Minimal Competencies for Objectives-Oriented Teacher Education Programs.

Pub Date 73

Note—15p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Educational Objectives, Evaluation Methods, Performance Based Teacher Education, *Program Planning, Speeches, Teacher Behavior, *Teacher Education, *Teaching Methods

Fewer competencies should be used as the organizing structure for teacher education programs, since all relevant topics cannot be covered thoroughly anyway. One variant of an outcomes-focused approach to teacher education is an objectives-oriented strategy. The criterion is not what the teacher does but what happens to pupils

as a consequence of what the teacher does. Objectives help teachers identify more clearly, prior to instruction, the kinds of changes which should be promoted in the learners. Since it is easier to improve a low-density program by supplementing it than it is to delete segments of a high-density program, only three competencies for an objectives-oriented teacher education program are recommended: (1) teachers must be able to achieve prespecified instructional objectives with diverse kinds of learners; (2) teachers must be able to both select and generate defensible instructional objectives; and (3) teachers must be able to detect the unanticipated effects of their instruction. The assessment tactics recommended include teaching performance tests, inventories, simulation approaches, and allowing students to develop or select their own objectives. (For related document, see TM 002 697.) (KM)

ED 076 688 TM 002 697

Popham, W. James

Looking at Teaching. Appendix.

Pub Date 73

Note—4p.; Appendix to paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 002 696

Document Not Available from EDRS.

Descriptors—*Attitude Tests, *Educational Attitudes, *Rating Scales, *Teacher Attitudes, Teacher Education, Teaching Methods

This inventory is designed to assess the extent of the third competency recommended for objectives-oriented teacher education programs. It consists of four brief descriptions of instructional situations, each of which is followed by five statements. A five-point scale of agreement-disagreement is provided for rating each statement. (For related document, see TM 002 696.) (KM)

ED 076 689 TM 002 698

Snyder, Fred A. Melvin, Leland D.

A Comparative Evaluation of an Experimental Program for Preparation of School Principals in Terms of Potential Placement.

Indiana State Univ., Terre Haute. School of Education.

Pub Date Feb 73

Note—10p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, *Administrator Selection, *Comparative Analysis, Experimental Programs, Interviews, *Job Placement, *Principals, Simulation, Technical Reports

The study focuses upon preparation programs of graduate students who aspire to become school principals. The design of the study is experimental with differing curriculum patterns for the principalship being the independent variable and potential placement of candidates the dependent variable. The method employed is unique inasmuch as controlled simulated interviews were utilized as a perceptual base for data collection. School officials viewing video recording of the simulated interviews indicated their perceptions of matched pair candidates seeking principal positions and who had differing curricular experiences. The method employed in the study could be adapted for similar purposes in other settings. (Author)

ED 076 690 TM 002 699

Dunteman, George H.

Analysis of Data from the North Carolina State-wide Assessment of Educational Progress.

Research Triangle Inst., Durham, N.C.

Pub Date 26 Feb 73

Note—7p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Aptitude Tests, Comparative Analysis, *Data Analysis, *Evaluation Techniques, *Program Evaluation, Standardized Tests, *State Programs, Student Evaluation, Technical Reports

The probability sample was a two-stage stratified sample. The first-stage units were schools and the second-stage units were students.

Because certain subpopulations were oversampled, the data had to be weighted for analysis purposes. The analyses concerned contrasting North Carolina and its various subpopulations with the nation on standardized aptitude and achievement tests. Contrasts between various subpopulations defined by geographical region, type of community, and socioeconomic status within North Carolina, were also made on cognitive and non-cognitive output measures. In addition, the relationship of various school process variables to achievement measures was investigated. (Author)

ED 076 691 TM 002 700

Marco, Gary L.

An Example of the Application of the Assessment and Diagnostic Procedures of a Comprehensive Accountability Plan.

Pub Date 73

Note—21p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, *Educational Diagnosis, Grade 3, *Performance Factors, School Improvement, Standardized Tests, *Student Evaluation, Technical Reports

The assessment and diagnostic procedures of a comprehensive accountability plan were applied to several elementary schools from a large mid-western state. Pretest and posttest Word Knowledge and Reading scores from the Primary II Metropolitan Achievement Test administered in 1970-71 to third-graders were used. These data were used to compute Student Development Indices (SDIs). The SDIs were related to school process variables. Application of the diagnostic procedures resulted in the identification of the total and unique contributions of the process variables, individually and in combination. The implications of the assessment and diagnosis for corrective action are discussed. (Author)

ED 076 692 TM 002 701

Poggio, John P. Glasnapp, Douglas R.

Item-Sampling as a Classroom Evaluation Technique.

Pub Date 73

Note—9p.; Paper presented at annual meeting of National Council on Measurement in Education (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Course Content, Educational Objectives, *Formative Evaluation, *Item Sampling, *Multiple Choice Tests, Student Evaluation, Technical Reports, *Test Construction

The present research was initiated to investigate whether item-sampling as a procedure would yield a more accurate and stable index of student achievement during formative evaluation when compared to indices arrived at by the traditional method of assessing pupil knowledge and understandings within the framework of multiple choice testing for student evaluation. Results have indicated that item-sampling as a method for measuring classroom achievement provides no more precise information than tests of the same length constructed in the traditional manner. It was shown that item-sampling can be employed for classroom assessment without the fear that perhaps the procedure itself would detract from some estimate of an individual's performance. The research has demonstrated that item-sampling can provide feedback to the instructor over a greater range of content objectives within the same time limits that typically provide for a narrower sampling of course related objectives by way of traditional test construction. It was also shown that item-sampling, in addition to covering a greater range of content objectives, can do so with a fewer number of items per test without losing predictive power. (Author)

ED 076 693 TM 002 702

Poggio, John P.

An Alternative to Ability Grouping: Personality Grouping.

Pub Date 73

Note—16p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Grade 6, *Grouping (Instructional Purposes), *Grouping Procedures, *Homogeneous Grouping, Mathematics Instruction, Personality Assessment, *Student Characteristics, *Teacher Characteristics, Technical Reports

This study attempted to broaden the perspective of homogeneous classroom grouping strategies through an examination of a grouping plan which matched both students and their teachers on the basis of compatible levels of specific personality characteristics. The focus of the study was to examine empirically the degree of relationship that existed between a series of noncognitive grouping criteria, defined as personality characteristics, and the cognitive outcomes of classroom instruction in mathematics. It was found, in general, that personality grouping was feasible on the basis of certain specific personality characteristics, but more research is needed to study different groups, other content areas, and other personality grouping criteria. (Author)

ED 076 694

TM 002 703

Spaulding, R. L.

The Coping Analysis Schedule for Educational Settings (CASES).

Pub Date 73

Note—8p.; Presented at the annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjustment (to Environment), *Behavior Rating Scales, *Measurement Instruments, *Observation, Performance Criteria, Personality Assessment, *Personality Development, Personality Tests, *Social Development

The goals of early childhood educators are commonly expressed in terms of social and intellectual development. The Coping Analysis Schedule for Education Settings (CASES) is designed to measure social development. Its use in programs designed to increase social skills and coping ability in the school environment is described. The presentation will include discussion of performance criteria, CASES categories, relationships of CASES categories to dimensions of personality derived from ego theory, CASES Styles reflecting personality types, methods of training observers, observer reliability, data gathering procedures, data processing, results of validity studies, and program evaluation using CASES behavior style coefficients as dependent variables. (Author)

ED 076 695

TM 002 704

Touq, M. S. Feldhusen, John F.

The Relationship between Students' Ratings of Instructors and Their Participation in Classroom Discussion.

Pub Date 73

Note—13p.; Paper presented at annual meeting of National Council on Measurement in Education (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Discussion Experience, Group Discussion, Higher Education, *Student Attitudes, Student Opinion, *Student Participation, Teacher Evaluation, *Teacher Rating, Technical Reports

Identifiers—Flanders Interaction Analysis Categories, Purdue Rating Scale for Instruction

A study was conducted to investigate the relationship between student participation in classroom discussion and the way these students rate their instructors. The general hypothesis of this research was that student participation in classroom discussion is rewarding and that it reinforces favorable attitudes toward the instructor. A total of 480 undergraduates rated their instructors. These 18 instructors identified high and low participants, and instructors were rated as high and low facilitators of discussion by expert observers. No difference in teacher ratings between high and low participants was found, but instructors who were rated as high facilitators by experts were also rated higher by students. (Author/KM)

ED 076 696

TM 002 705

Rosenshine, Barak And Others

Correlates of Student Preference Ratings.

Pub Date 73

Note—11p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Evaluation, *Data Analysis, Demography, Predictor Variables, *Student Opinion, Tables (Data), *Teacher Rating, Technical Reports

Identifiers—Course Evaluation Questionnaire

Analysis of student responses in 1,200 undergraduate classes to a 40 item Course Evaluation Questionnaire yielded the following results. None of the eight demographic variables correlated .2 or higher with any of 30 items on course and instructor. Variables correlating .4 or higher with five preference criteria were: clarity of instructor's presentation, value of class, interest of subject matter, and instructor's emphasis of student enjoyment of course. Variables correlating negligibly (.2 or lower) with all criteria were: teacher lecturing, independent papers, class participation, and application necessary for final exam. (Author)

ED 076 697

TM 002 706

Feitler, Fred C.

The Profile of a School and Measurement of a Multi-School Organization Change Program.

Pub Date 73

Note—24p.; Presented at the annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, *Educational Change, Horizontal Organization, Open Education, *Organizational Change, Program Descriptions, Program Evaluation, *School Organization, Tables (Data), Teacher Administrator Relationship, *Teacher Participation

Identifiers—Profile of A School

Modern organization theory and research from business and industry predicts that schools which change toward the Likert participative group organizations will increase productivity. This paper reports interventions of a one-year organization development program carried out with 12 schools and the change results measured by the Profile of a School. Pre- and post-Profile means are compared, with total means showing significant change in the desired direction. Both the Profile, as a means of measuring organizational change, and the O.D. strategy employed have direct implications for further research and application to educational change programs. (Author)

ED 076 698

TM 002 707

Loadman, William E. Mahan, James M.

A Study of the Relationship Between the Rankings of Supervising Teacher Effectiveness and Attitude Toward Education.

Pub Date Feb 73

Note—15p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperating Teachers, *Educational Attitudes, Higher Education, *Practicum Supervision, Preservice Education, Rating Scales, Student Teachers, Teacher Attitudes, *Teacher Rating, Teacher Supervision, Technical Reports

This study ascertained the relationship between rankings of 47 supervising classroom teachers and their attitudes toward education. Independent rankings of supervisory effectiveness were obtained from 47 classroom teachers, 91 student teachers, and 12 university personnel. Each classroom teacher completed two standardized attitude toward education scales which yielded four scores. The results indicated that teachers with progressive and favorable attitudes toward education tended to be perceived by student teachers as somewhat less effective supervisors. These results are of critical import to persons concerned with effective student teacher-classroom teacher interaction in field-based preservice programs. (Author)

ED 076 699

TM 002 708

Barclay, James R.

Multiple Input Assessment and Preventive Intervention.

Pub Date 28 Feb 73

Note—12p.; Paper presented at a symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Environment, *Diagnostic Tests, Elementary Grades, Intervention, Peer Relationship, *Psychological Characteristics, Rating Scales, Self Evaluation, *Social Development, *Student Characteristics, Teacher Attitudes

The Barclay Classroom Climate Inventory is a multi-method, multi-trait inventory, derived from self-report, peer nominations and teacher judgments, offering a description of a student's characteristics in the classroom group and in grades, schools and other units. Traits of psychosocial development and extroversion-introversion groupings of scales form multi-method factors that describe an educational environment in terms of task-orientation, social interaction, disruptiveness, seclusiveness, and like dimensions. The inventory consists of: (1) a self-report section that includes a list of self-competencies, occupations or skills of possible interest, and a list of possible reinforcers; (2) a group section of 26 sociometric nominations in areas similar to the self-report section; and (3) a teacher section of 62 adjectives for checking those typical of the child. Reliability and validity studies have been made. The multiple inputs from self, peers and teachers are integrated via a computer program into a written report and several tables that describe suspected problems of children. Judgments are based on factor scores and utilize conditional statements to examine alternatives. Eight problem areas have been identified: self-concept deficits, group interaction deficits, self-management deficits, verbal skill deficits, physical skill deficits, vocational development deficits, cognitive-motivation deficits, and poor attitude toward school. The inventory can be used to ascertain the distinctive characteristics and problems of particular grades and schools and provide clues to the specific type of intervention needed. (KM)

ED 076 700

TM 002 709

Gustafson, Richard A. Winstead, Richard E.

Predicting Mobility Using Personal and Geographic Characteristics and Its Use in the Needs Assessment for Vocational Programs.

Pub Date 26 Feb 73

Note—25p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Educational Background, *Mobility, Occupational Information, *Prediction, Predictor Variables, Program Planning, *Surveys, Tables (Data), Technical Reports, *Vocational Education

Three hundred randomly selected subjects were interviewed concerning their personal characteristics and the geographic area of residence. These factors, including occupation, age, education level, and measures of mobility, were analyzed using stepwise multiple regression to isolate predictors of personal mobility. Multiple correlation coefficients above .85 were obtained when eight independent variables were used. The most useful predictors of mobility were occupation, age, and education level. Results of this study will provide the planners of occupational education programs with knowledge about personal mobility which can be used in conjunction with labor supply and demand when planning for additional vocational programs. (Author)

ED 076 701

TM 002 710

Villanueva, Lourdes S. Dunn-Rankin, Peter

A Comparison of Ranking and Rating Methods by Multidimensional Matching.

Pub Date 73

Note—7p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Comparative Analysis, *Evaluation Methods, Higher Education, *Multidimensional Scaling, Orthogonal Rotation, Rating Scales, *Sorting Procedures, Technical Reports

Ranking and rating methods of making direct judgments of pairwise similarity are compared. Three dimensional configurations of seven objects are derived under both judgment methods across two equivalent groups of 59 university students. Using Cliff's orthogonal rotation method of multidimensional matching, comparisons are made

between methods (Ranking vs. Rating for Groups 1 and 2) and between groups (Group 1 vs. Group 2 for Ranking and Rating). The comparisons between methods reveal that ranking and rating have highly congruent configurations for both groups of subjects. While the comparisons between groups in both methods are highly congruent, ranking produced greater congruency for the third dimension. (Author)

ED 076 702 TM 002 711

Ebel, Robert L.

The Future of Measurements of Abilities II.

Pub Date 27 Feb 73

Note—22p.; Speech given before the annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Aptitude Tests, *Educational Testing, Intelligence Tests, *Measurement Goals, *Measurement Instruments, Speeches, *Student Evaluation, Test Interpretation, Test Validity

Identifiers—Thorndike (E. L.)

The views of E. L. Thorndike on the future of measurements of abilities, expressed 25 years ago, are summarized, and the future of measurements of abilities as it appears now is examined. Opportunities for improvement now arise mainly from increasing social concern for effective education. Measurement technology has developed rapidly and cannot continue at the same pace. Newer instructional technologies will not be the most widely used because they are costly, impersonal, inflexible, and less learner-oriented. Formative evaluation can supplement but not replace summative evaluation, and criterion-referenced testing can supplement but not replace norm-referenced testing. The concept of mastery learning cannot be applied rigorously to most tests of abilities; the learning of any complex skill of understanding is always incomplete. Social concern is evidenced in public demand for accountability and governmental desire to allocate funds more equitably. A serious problem in the use of tests of ability is what to measure—what the proper roles are for intelligence tests, tests of general mental abilities, critical thinking tests, tests of creativity, and tests for affective outcomes. Some problems in determining test validity are created by asking the wrong questions and by not recognizing that each different test measures a somewhat different ability. The term "construct validity" is used loosely and with a variety of meanings. Employment tests have been questioned by courts recently, and their validity must be proved. Another major problem is that of developing the necessary tests in quantity and at low cost. (KM)

ED 076 703 TM 002 712

Hall, Bruce W. And Others

Effect of Differentially Motivating Instructions on the Predictive Validity of a Test Device.

Pub Date Feb 73

Note—12p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Direction Writing, *Performance Factors, Predictive Ability (Testing), *Predictive Validity, Response Style (Tests), *Stress Variables, Tables (Data), Technical Reports, Test Results

Research examined the hypothesis that predictive validity would be greater for a test given under stress instructions than for a test given under relax instructions. Ss were 254 education students in a graduate measurement course and 117 education students in an undergraduate measurement course. Ss were randomly assigned to the instructional conditions. For the graduate and undergraduate data separately, a Pearson *r* was computed between pretest and final exam scores for each treatment group. On both graduate and undergraduate levels, the difference between the *r*'s was significant (*p* .) in the predicted direction, suggesting the usefulness of a stress dimension for enhancing predictability. (Author)

ED 076 704 TM 002 713

Rookey, Thomas J. Reardon, Francis J.

Teacher Behavior Related to Pupil Creativity and Assessment Strategem.

Pub Date 73

Note—14p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Techniques, *Creative Ability, *Creativity, Grade 5, *Student Attitudes, Student Evaluation, Teacher Attitudes, *Teacher Behavior, Technical Reports

In this study, the evaluation of pupil creativity was partitioned into affective and cognitive components while teacher behavior was divided into classroom practices and teacher attitude. Nine hundred and forty-five fifth grade pupils from a small city district were studied for one year. The teacher attitude measure did not relate to creative ability and only unidirectionally to creative attitude. The teacher's classroom practices related to creative ability but not creative attitude. The interrelationships suggest the multidimensional nature of creativity assessment in the classroom setting. (Author)

ED 076 705 TM 002 714

Emrick, John A.

An Experimental Evaluation of New Measures of Cognitive and Non-cognitive Performance for Elementary School Children.

Pub Date 73

Note—66p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Tests, Evaluation, Kindergarten, Motivation, Primary Grades, Problem Solving, Self Concept Tests, Self Esteem, Tables (Data), Technical Reports, *Test Reliability, *Test Selection, *Test Validity, Verbal Communication

Two experiments to develop psychometric and administrative data on instruments designated for a testing program with disadvantaged elementary school children were undertaken. These instruments provide measures of growth and development in such diverse areas as verbal expressiveness (the ITPA and the Hertzog/Birch scoring of the PSI), problem solving (Raven's Progressive Matrices), self-esteem (Faces and Coopersmith), and achievement motivation (Gumpcookies and Locus of Control). Both experiments involved test-retest assessments of reliability, and factorially balanced assessments of tester effects. The results are discussed with regard to reliability, validity, and suitability of these instruments within and across grade levels K-3. (Author)

ED 076 706 TM 002 715

Touq, M. S. And Others

Criterion-Referenced Validity of Student Ratings of Instructors.

Pub Date 73

Note—9p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Observation, Rating Scales, *Student Opinion, Teacher Behavior, *Teacher Rating, Technical Reports, *Validity, Verbal Communication

The purpose of this research was to assess the criterion-referenced validity of student ratings of instructors. A total of 480 undergraduates rated their instructors using a special rating scale designed to parallel the Flanders Interaction Analysis Categories. Expert observers also rated the instructors using the standard form of the Flanders Categories. Mean student ratings for instructors were correlated with expert observers' scores. Significant correlations were found between ratings for four categories. These results were interpreted as revealing some criterion-referenced validity for student ratings. (Author)

ED 076 707 TM 002 716

Caylor, John S. Sticht, Thomas G.

Development of a Simple Readability Index for Job Reading Material.

Human Resources Research Organization, Monterey, Calif. Div. 3.

Spons Agency—Department of the Army, Washington, D.C.

Pub Date 27 Feb 73

Note—7p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Literacy, Armed Forces, *Job Skills, *Measurement Instruments, *Readability, Reading Comprehension, *Reading Level, Reading Materials, Technical Reports

The FORCAST readability index was developed and cross validated on technical job reading materials and job candidates. Several structural properties of passages were related to passage readability defined as the lowest measured reading grade level at which half the readers met a standard cloze criterion on the passage. The simple, single variable FORCAST index correlates .9 with the Flesch and Dale-Chall Indices, has a cross-validity of .8 with the cloze criterion, and yields an average absolute error about half that of the two standard general readability indices studied. (Author)

ED 076 708 TM 002 717

Veldman, Donald J. Brophy, Jere E.

Measuring Teacher Effects on Pupil Achievement.

Pub Date 73

Note—7p.; Paper presented at a symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Achievement Gains, Achievement Tests, Grade 2, Grade 3, Observation, Self Evaluation, Tables (Data), *Teacher Evaluation, *Teacher Influence, Technical Reports

Four successive years of Metropolitan Achievement Test scores for all second- and third-grade pupils in a large Southwestern urban school system were used to compute mean residual gain scores for 170 teachers who taught during the three focal years. Alternate regression models were compared for precision in estimating the magnitude and consistency of teacher influence on pupil achievement. Consistency was examined across MAT subtests, pupil sex, and the three focal school years. Thirty-one of the most consistent teachers were intensively studied with self-report instruments and classroom observations. (Author)

ED 076 709 TM 002 718

Frederiksen, Norman And Others

Development of Provisional Criteria for the Study of Scientific Creativity.

Educational Testing Service, Princeton, N.J.

Spons Agency—Graduate Record Examinations

Board, Princeton, N.J.

Report No.—ETS-RM-3

Pub Date Feb 73

Note—10p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Creative Thinking, Creativity, *Creativity Tests, *Research Criteria, *Research Skills, Scientific Concepts, Scientific Research, Technical Reports

Identifiers—*Hypothesis Formulation

A test of one aspect of scientific creativity, the ability to formulate hypotheses to account for research findings, was given to 400 college students, along with ability and personality measures. Scores for quantity and quality of hypotheses were reliable and showed evidence of construct validity. Both quantity and quality feedback had their major effect on the quantity of ideas. Development of measures of other aspects of the research enterprise is underway, intended to lead to a set of criterion measures to be used in basic studies of scientific creativity and potentially in the selection and training of creative scientists. (Author)

ED 076 710 TM 002 719

Trull, J. Raymond

A Proposal for the Implementation of the Needs Assessment Model.

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, Evaluation Methods, *Models, *Program Evaluation, Program Planning, *Research Proposals, State Schools, *Statewide Planning

An implementation proposal for a needs assessment model for South Carolina's public schools is presented. Part One, a narrative presentation of the suggested procedure, includes: identification of task force members, formation of the expenditure coordination committee, task force training

conferences, task force organizational meetings, task force status conferences, development of planning documents, program control seminar and project format, report system to State Department of Education officers, implementation, evaluation, recycling, development of a statewide data collection system, statewide implementation, reports to task forces by supervisor of evaluation, and final decision by the planning task force. Part Two, a schematic representation of the major divisions in the procedure, contains 19 implementation cycle activities. (KM)

ED 076 711 TM 002 720

Zimmerman, Irla Lee Steiner, Violette G.
Validity and Evaluation of the Preschool Language Scale.

Pub Date Apr 70

Note—9p.; Paper presented at the Western Psychological Association Convention (Los Angeles, California, April 15-18, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, *Language Development, *Language Tests, Listening Comprehension, Oral Expression, *Preschool Education, Reading Readiness, Tables (Data), Technical Reports, *Test Validity
Identifiers—Caldwell Preschool Scale, Peabody Picture Vocabulary Test, *Preschool Language Scale

The results of the administration of the Preschool Language Scale to two succeeding classes of Head Start children (N 174) in a large, heterogeneous school district are reported. The scale is an individually administered instrument divided into receptive and expressive language areas. All children were administered the Preschool Language Scale, Peabody Picture Vocabulary Test, and Caldwell Preschool Scale at the beginning of the school year, while retest results are available for the initial class. On entry into the Head Start program, the children scored on the average at the dull normal level on all three measures. While the Preschool Language Scale gives much more useful detail than do the others, the comparable mean scores indicate that these children are similar to typical Head Start children and that the new scale is a suitable measure. Means, standard deviations, correlations, and item analyses, which provide validity information for those considering the adoption of this scale, are presented. (Author/KM)

ED 076 712 TM 002 722

Sutherland, J. E. N., Comp.

Tertiary Education Entrance Project: Interim Report on the Evaluation of the T.E.E.P. Series A Test Battery.

Australian Ministry of Science and Education, Canberra.

Pub Date 71

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Achievement Tests, *Admission (School), Admission Criteria, *College Admission, Comparative Analysis, Sex Differences, *Statistical Data, Tables (Data), *Test Results

Identifiers—*Australia

This interim report summarizes ongoing research reported from the Australian Capital Territory, Queensland, Tasmania and Western Australia on the relationship between matriculation through the Tertiary Education Entrance Project Series A Test Battery and university performance. In view of the preliminary nature of the findings, the tables are presented with a minimum of comment. The correlations reported are generally low, but it is considered too early to consider the project a failure. Data tabulated concern: (1) summary statistics and frequency distributions for T.E.E.P. Papers; (2) sex differences; (3) comparison of university entrants; (4) comparison of school leavers throughout Australia; (5) relationship between T.E.E.P. matriculation performance and teachers' estimates; and (6) prediction of university performance. (KM)

ED 076 713 TM 002 741

Hoepfner, Ralph, Ed. And Others

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills.

California Univ., Los Angeles. Center for the Study of Evaluation; Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE),

Washington, D.C. Division of Educational Laboratories.

Pub Date 72

Note—348p.

Available from—Dissemination Office, Center for the Study of Evaluation, Graduate School of Education, University of California, 405 Hilgard Ave., Los Angeles CA 90024 (\$8.50)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Affective Tests, *Cognitive Tests, *Evaluation, Evaluation Criteria, Evaluation Methods, Interpersonal Competence, *Personality Tests, Social Development, *Statistical Data, Tables (Data)

Identifiers—Venture Evaluation Procedures

A survey of tests of higher-order cognitive, affective, and interpersonal skills was undertaken by Research for Better Schools, Inc. and the Center for the Study of Evaluation. The classification systems for relevant skills developed for the three domains are given. The evaluation procedure VENTURE was developed and used; it provides information concerning seven major criteria—Validity, Examinee appropriateness, Normed excellence, Teaching feedback, Usability, Retest potential, and Ethical propriety. This classification together provides: (1) the number of instruments currently available for assessing each of the skills in the three domains; and (2) the quality and usefulness of those instruments. In addition to the test evaluations, classification schemes, and summary evaluations, an index of tests and a list of publishers and distributors of evaluated tests are provided. (KM)

UD

ED 076 714

UD 013 456

Jablonsky, Adelaide, Comp.

Mexican Americans: An Annotated Bibliography of Doctoral Dissertations. ERIC-IRCD Doctoral Research Series, Number 1, May 1973.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—DRS-1

Pub Date May 73

Contract—OEC-0-9-420088-2327

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, Academic Achievement, *Annotated Bibliographies, Bilingual Education, Cultural Factors, Disadvantaged Youth, *Doctoral Theses, Economically Disadvantaged, Educational Problems, *Educational Research, *Mexican Americans, School Integration, Self Concept, Socially Disadvantaged, *Social Sciences

The seven years since the enactment of ESEA Title I in 1965 provided a unique opportunity to attempt to find answers to unanswered questions about the teaching-learning process, especially in relation to minority group children and youth, and to students from low socioeconomic backgrounds. The flood of new programs provided fertile grounds for doctoral dissertation research on the education of the disadvantaged. Bits and pieces of research throughout the country are entombed in "Dissertation Abstracts International" and in university libraries. The ERIC-IRCD staff believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to provide comprehensive collections of abstracts in those areas of special interest to ERIC-IRCD. The present document is one of several being prepared for a new series of publications entitled "ERIC-IRCD Doctoral Research Series." Over 700 abstracts were photocopied, sorted, and indexed. All indexing is based on titles rather than on abstracts. Dissertations may be purchased in microfilm or hard copy form from University Microfilms, Ann Arbor, Mich. Order numbers have been provided for each dissertation at the end of the citation. (Author/JM)

ED 076 715

UD 013 477

1971-72 Urban Education Program.

New York State Education Dept., Albany. Bureau of Urban and Community Programs Evaluation.

Pub Date 72

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Data Analysis, Program Costs, Program Descriptions, Program Effectiveness, *Program Evaluation, Program Improvement, Program Planning, *State Departments of Education, *State Surveys, Statistical Data, *Urban Schools

Identifiers—*New York

During 1971-72 the State Education Department approved categorical urban aid for 297 specialized projects in 30 of the State's largest cities. There were 183 Quality Incentive Projects or grants, 83 Community Education Centers, and 31 Administrative Budgets (ABs) to administer the projects. All projects were evaluated on management and administration, program effectiveness, and finance. A number of the projects funded achieved divergent and especially worthwhile effects. Thirteen such projects are cited in this report to illustrate the positive effects that sound, well managed categorically aided projects can have upon the students in the target population. (Author/DM)

ED 076 716

UD 013 479

Stavros, Denny

The Evaluation of the School-Community Agents Project, 1971-1972.

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Oct 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Community Involvement, Data Analysis, *Educational Disadvantage, Educational Objectives, Evaluation Criteria, *Program Descriptions, *Program Evaluation, *Pupil Personnel Services, Statistical Data

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

Beginning with the 1970-1971 school year, the School Community Agents program underwent a major restructuring of its functions and purposes so that operations would more closely conform to ESEA Title I guidelines. Agent role functions have been coordinated toward raising the academic level of students, using two major innovations. These two structural and procedural innovations were: (1) the creation of a small group of students (target group), with the student selection based upon criteria fundamental to the scope and purpose of compensatory education in each of the Agent Schools; once selected these students would form the core group for whom a range of intensive services and activities would be provided by the Agents; and (2) the development of an educational team at the local school level. It is thus contended that more emphasis could be placed on involving more of the parents of target group students in the range of activities and services. (Author/DM)

ED 076 717

UD 013 484

Venditti, Frederick P. Hall, Burnis, Jr.

School Desegregation Research: A Survey of Doctoral Studies, College of Education, The University of Tennessee, Knoxville. College of Education Monograph Series, No. 1.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Pub Date 72

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, College Students, *Doctoral Theses, Educational Planning, *Educational Research, Elementary Grades, *Racial Attitudes, *School Integration, Secondary Schools, *Southern Schools, Student Attitudes, Teacher Attitudes

Identifiers—Tennessee

This monograph constitutes a survey of twenty-two unpublished doctoral research studies and one unpublished educational specialist's thesis, all of which bear on some aspect of school desegregation. The studies were completed in the College of Education of the University of Tennessee, Knoxville, from 1955-1972; the studies give broad, if not complete coverage to the various facets of desegregation in the South, and particularly in Tennessee. Six studies concerned students, ten concerned teachers, three concerned superintendents, and four concerned racial issues and college students. (DM)

ED 076 718

UD 013 486

Krenkel, Noel

The Assessment of Ethnic Group Self-Concept.

San Francisco Unified School District, Calif.

Pub Date 73

Note—27p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., 1973
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, Data Analysis, Elementary Grades, *Majority Attitudes, *Minority Groups, *Research Methodology, School Integration, *Self Concept, Self Concept Tests, *Semantic Differential, Urban Schools

To determine the status of ethnic groups' self-concepts in a desegregated integrated urban school, a pictorial semantic differential instrument which measures self-concept was given to a quota sample of intermediate classes (4-6 grades). One hundred and fifty-nine children were sampled representing black, Asian and white ethnic groups. Self-concept scores across groups, grades, and classroom environments were examined. No significant differences were found across ethnic groups or grades within the five concepts utilized on the instrument. All ethnic groups ranked the five concepts in the following order from high to low: me when I grow up; feelings about self; skin color; how children feel about me; school. A significant difference was found at the .05 level between open and standard classrooms on the concept "how children feel about me," open classrooms having a more positive mean value on this concept. It has been recommended to the school that programs be initiated to change the children's concept toward the school environment and that the concept "school" be utilized as a pre-test and post-test measurement for any school improvements undertaken. It was also suggested that the school further investigate the open classroom environment for its social effects upon children. (Author)

ED 076 719 UD 013 496

Woolson, Peter

Public or Parish: A Study of Differences in Acculturation of Franco American Schoolchildren.

Pub Date 27 Apr 73

Note—15p.; Paper presented at the Northeastern Anthropological Association annual meeting, Burlington, Vt., April 27-29, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acculturation, Anglo Americans, Data Analysis, *Ethnic Groups, Parochial Schools, *Personal Values, Primary Grades, Public Schools, *Research Methodology, Sex Differences, Testing

Identifiers—Canada, *French Canadians

The purpose of this paper is to compare differences in value orientation of the French Canadian children in the public schools with those in a nearby parochial school. There appear to be different rates of acculturation reflected in Franco-American boys and girls, but they tend to be more conservative than their Anglo-American peers. It is held that further studies of social, economic, and demographic kinds need to be done. (DM)

ED 076 720 UD 013 497

Smith, M. Estelle

Portuguese Enclaves: The Invisible Minority.

Pub Date Mar 73

Note—16p.; Paper presented at the Southern Anthropological Society meeting, Wrightsville Beach, N. C., March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, *American History, Discriminatory Attitudes (Social), *Group Relations, Individual Characteristics, Migrants, *Minority Groups, *Personality, *Research Methodology, Self Concept, Sociocultural Patterns

Identifiers—Portuguese Americans

This paper presents the identity profile which emerged in investigations conducted in various Portuguese-American communities, offers an explanation for the nature of the profile, and discusses the implications of the data. The historical *raison d'être* which underlies all cultural identities is stressed. Without an understanding and reasonably thorough grasp of the context of contacts, one cannot understand sociocultural forces which have been operating to create any identity. (DM)

ED 076 721 UD 013 505

Hauser, Robert Mason Featherman, David L.
Black-White Differentials in Occupational Mobility Among Men in the United States, 1962-1970. Working Paper 72-32.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Science Foundation, Washington, D.C.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
Pub Date 18 Dec 72

Note—45p.; Paper presented at the meetings of the Research Committee on Social Stratification, International Sociological Association, Rome, Italy, December 18-20, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, Census Figures, Data Analysis, *Demography, Employment Experience, *Employment Patterns, *Males, Negroes, Occupational Information, *Occupational Mobility, *Occupational Surveys, Research Methodology, Social Mobility, Statistical Data

In this paper, trends in the occupational mobility of black and white men are compared. Emphasis was placed upon the effects of occupational origins on the changing occupation distributions of blacks and whites and with the possibility of convergence between the occupational mobility of blacks and whites. It was found that there has been some degree of convergence from 1962 to 1970 in the occupational distribution, due mainly to racial differences in changing effects of first occupation on current occupations. (DM)

ED 076 722 UD 013 506

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-First Congress, Second Session on Nutrition and Human Needs. Nutrition and Human Needs—1970. Part 2—National School Lunch Program; the Urban Crisis. Hearings Held Modesto, Calif., March 23, 1970, and Chicago, Ill., April 20, 1970.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Note—477p.; Committee Print, Senate Select Committee on Nutrition and Human Needs Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.75)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Breakfast Programs, Disadvantaged Youth, *Economically Disadvantaged, *Federal Court Litigation, *Federal Programs, Hunger, Lunch Programs, *Nutrition, Program Administration, Student Needs, *Urban Population, Welfare Problems, Welfare Recipients

Identifiers—California, Illinois

The contents of this part of the hearings before the Senate Select Committee on Nutrition and Human Needs are organized in six sections. Section one comprises the testimony and/or prepared statements of 10 witnesses submitted on March 23, 1970 before the Select Committee at Modesto, California, including: Daniel Lowenstein and Philip Neumark, Modesto Office of California Rural Legal Assistance; E.W. Rose, vice-chairman, Modesto Board of Education, and Bert C. Corona, Ed.D., superintendent of Modesto City Schools; and others. Section two comprises the testimony and/or prepared statements of 15 witnesses submitted on April 20, 1970 before the Select Committee at Chicago, Ill., including: Hon. Charles H. Percy, a U.S. Senator from the State of Illinois; Ray H. Page, superintendent of public instruction, State of Illinois; De. Delton J. Brooks Jr., commissioner, Department of Human Resources, City of Chicago; and others. Section three comprises material supplied for the record. Section four includes materials appended to the testimony of witnesses before the Select Committee at Modesto, California, including miscellaneous articles and publications, and tables. Section five includes materials appended to the testimony of witnesses before the Select Committee at Chicago, Ill. including miscellaneous articles and publications, tables, and studies. Section six includes materials appended to the hearings in general. (JM)

ED 076 723 UD 013 508

Miller, Douglas R.

School-Related Attitudes of Inner-City Junior High Students.

Pub Date Feb 73

Note—23p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*High Schools, *Learning Motivation, Negro Youth, Racial Factors, Research Methodology, *School Attitudes, School Role, *Student Alienation, *Student Attitudes, Student School Relationship, Teacher Attitudes, Urban Education

The present study was generated by the desire to find out more about the attitudes toward school held by inner-city children, using an attitude survey. It was hoped that revisions of methodology for the survey would avoid the "white psychologist's fallacy." It was found that some students felt that learning was a pleasurable experience, that some students were "turned-off," and that schools contribute to the "turning-off" process. (DM)

ED 076 724 UD 013 509

Hepner, Ethel M.

Can Compensatory Education Improve the Self-Image of Socially and Culturally Different Children?

Pub Date Feb 73

Note—21p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 25-March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, *Educational Disadvantage, *Educational Objectives, Elementary Grades, *Minority Groups, Research Methodology, School Role, Self Concept, Self Concept Tests, *Self Esteem, Social Differences, Statistical Data

This study was designed to determine: (1) whether compensatory education can influence the "self-esteem" of minority or disadvantaged students; (2) if this "self-esteem" improves with improved school achievement due to compensatory interventions; and, (3) whether there are noticeable differences in the self-esteem of majority and minority pupils. A self-esteem inventory was used. It was found that compensatory education did not produce many significant changes in the students' self-esteem. (DM)

ED 076 725 UD 013 514

Cusick, Philip A. Ayling, Richard J.

Racial Interaction in an Urban, Secondary School.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 73

Grant—OEG-5-72-0036(509)

Note—16p.; Paper presented at the American Educational Research Association annual convention, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, Classroom Environment, *Classroom Observation Techniques, *Conflict, High Schools, Negroes, Participation, *Race Relations, School Environment, *School Integration, School Role, Teacher Role, *Urban Education

The purpose of this project was to determine where, to what extent, and what was the nature of black and white student interaction in the school, and how these interactions affected other facets of the school's organization. Through a six-month participant observation, the authors found that interracial interaction occurred only in the classrooms where students were academically motivated and the teacher was highly structured. Blacks and whites avoided each other outside the classroom to avoid racial violence. (DM)

ED 076 726 UD 013 515

Torrance, E. Paul

Compensatory Education Versus Education Based Upon Creative Positives.

Pub Date Feb 73

Note—7p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, *Creative Ability, Creativity Tests, *Educational Disadvantage, *Learning Characteristics, Negro Youth, *Psychological Characteristics, Racial Factors, Social Differences

The author has identified a set of creative positives that occur frequently among disadvantaged children and upon which can be built successful educational programs. Many of these characteristics have commonly been regarded as educational deficits, but he contends that these qualities are positive strengths which can be capitalized on to facilitate school learning and adult achievement. (DM)

ED 076 727 UD 013 516

Hauser, Robert Mason

Socioeconomic Background and Returns to Education. Working Paper 72-31.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Nov 72

Note—26p.; Remarks before National Academy of Sciences—National Research Council Conference, Woodshole, Mass., July 17, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Age Differences, Discriminatory Attitudes (Social), Economic Disadvantage, Economic Research, *Economic Status, *Family Status, Income, Job Market, Males, *Occupational Mobility, Racial Differences, *Socioeconomic Background

The author concludes that there is no convincing evidence of differential occupational returns to education, except for effects of race and farm background. There is an interaction effect of fathers' occupational status, as well as race, with the returns to work experience in an equation for income. Findings are either negative or inconclusive between socioeconomic background and education among urban white men. In this major segment of the population, the benefits of education appear to go to those who have it, regardless of their social origins. (DM)

ED 076 728 UD 013 520

Denby, Charles, Ed.

Black, Brown and Red: The Movement for Freedom Among Black, Chicano and Indian.

News and Letters, Detroit, Mich.

Pub Date 72

Note—60p.

Available from—News & Letters Committees, 1900 E. Jefferson St., Detroit, Mich. 48207 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, American Indians, Black Labor, *Civil Disobedience, Feminism, *Labor Problems, Majority Attitudes, Mexican Americans, *Minority Groups, Negroes, *Political Attitudes

This pamphlet contains quoted viewpoints of minority group members, and aims to bring the philosophy of revolutionary Marxist-Humanism into a direct dialectical relationship with the movement for liberation which is coming from minorities, women, colonial peoples, and the working masses. [One article in this pamphlet, "Los Chicanos" is in Spanish.] (DM)

ED 076 729 UD 013 556

Bobson, Sarah, Comp.

Self Concept: An Annotated Bibliography of Selected ERIC References. ERIC-IRCD Urban Disadvantaged Series, Number 32, June 1973. Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Contract—OEC-0-9-420088-2327

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Adolescents, *Annotated Bibliographies, *Educational Research, Individual Characteristics, Junior High School Students, Minority Groups, Negro Students, Psychological Tests, *Research Reviews (Publications), *Self Concept, Sex Differences, Social Sciences, Socioeconomic Status, Student Attitudes

This bibliography has been compiled in the hope that it will provide a list of references for educators asking the question: "Is there a relationship between self-concept and academic achievement, and if so, what is the nature of this relationship?" The selections are from information listed in the ERIC system for the period 1971 through 1972, which includes document citations from the January 1971 (Volume 6, Number 1) through December 1972 (Volume 7, Number 12) issues of "Research in Education," the monthly abstract journal of the ERIC system, unless otherwise specified. Journal articles are not available through the ERIC system, but may be read in local libraries, and college or university libraries. A majority of the citations deal with

studies conducted to examine the relationship between self concept and the academic performance of representatives from one or more ethnic groups, sometimes in relation to and sometimes independent of what has been termed the "dominant culture." The citations have been indexed to help researchers locate information dealing with particular subjects. Each number following the subject heading refers to the number of a citation. Each citation is followed by an abstract. Journal article citations are accompanied by subject headings, and in some cases by brief annotations. (Author/JM)

ED 076 730 UD 013 560

Lahnton, Anton T.

The White Researcher in the Black Community: A Dilemma.

Pub Date 1 Mar 73

Note—7p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, Louisiana, March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Black Community, *Caucasians, Cross Cultural Studies, Cultural Factors, Educational Research, *Educational Researchers, Negro Students, Psychological Tests, Race Relations, Research Methodology, Research Needs, *Research Problems, Student Teacher Relationship, *Test Bias

There should be little doubt in the mind of the educational researcher that many of the past research efforts in the black community have resulted in an enormous disservice to the children residing there. However, the future for educational research in the black community has the potential to be infinitely better and ultimately more beneficial. To provide a more definitive perspective on the current dilemma it is necessary to consider some of the major problems confronting us as white researchers seeking answers to many of the continually pervasive educational issues. First and paramount among the present problems for the white researcher is the desperate need for a deep understanding of an appreciation for the cultural make-up of black children and the black community in which they reside. A second issue is the reaction of the black child to the white researcher. The third major concern which must be considered by the white researcher is the use of research instruments and the interpretation and use of research results. Flaws in previous research do not warrant a cessation or a moratorium on research by the white researcher in the black community. Through teaming with black researchers, our efforts can be productive. The caution flag must be rung up, off must be rung up, however, so that continued comparisons are not made between white and black children. (Author/JM)

ED 076 731 UD 013 561

Texley, Lloyd C. And Others

HILINC: High Intensity Learning Centers; Individualized Reading Instruction. Omaha Public Schools, Funded—Title I ESEA.

Omaha Public Schools, Nebr.

Pub Date 72

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, Curriculum Development, *Educational Accountability, Educational Diagnosis, Elementary Education, *Individualized Instruction, Instructional Materials, Private Schools, Program Descriptions, *Reading Programs, Secondary Education, *Teaching Methods

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, High Intensity Learning Centers, HILINC, *Nebraska, Omaha

The High Intensity Learning Center System in Reading, funded under Title I of the 1965 Elementary Secondary Education Act, is a teacher support system which defines each student's unique reading needs and prescribes appropriate learning activities to fill those needs. It is a system that permits one teacher to manage the learning activities of up to 30 students per class hour on a purely individualized basis. The concept of "accountability," fundamental to High Intensity Instruction, enables the teacher to define the task which the pupil must learn, the methods and materials that will be used to learn it, and the specific behaviors the pupil must demonstrate in order for him and the teacher to know that learning has occurred. During the

1971-72 school year, High Intensity Learning Centers in Reading were established at 17 elementary, eight junior high, and four senior high schools throughout the Omaha Public School District, as well as in 12 non-public schools. During five or six hours per day, approximately 25 pupils were scheduled into these centers for one hour daily. The pedagogy utilized in the program defines 500 basic behavioral objectives in reading, assesses the level of competence of each child, and prescribes learning activities for each objective prescribed for the individual learner. (Author/JM)

ED 076 732 UD 013 562

Texley, Lloyd C. And Others

Multiple Activities Program: An Evaluation.

ESEA Title I, September 1971 to August 1972. Omaha Public Schools, Nebr.

Pub Date 72

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Compensatory Education Programs, *Curriculum Development, Elementary Education, Individualized Instruction, Inservice Teacher Education, Instructional Materials, *Program Evaluation, *Pupil Personnel Services, *Reading Programs, Secondary Education, Summer Programs, Teaching Methods

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, High Intensity Learning Centers, HILINC, *Nebraska, Omaha

The multiple activities funded under Title I of the 1965 Elementary Secondary Education Act had two purposes. First, they supplemented the instructional program for educationally disadvantaged children by developing a curriculum and techniques which would raise their achievement level commensurate with their ability. Second, they supported this program with the type of services needed to make it successful. The development of the High Intensity Learning Centers for Reading for grades four through 12 provided a sound approach for meeting the individual reading needs of children. Project Read and Math furnished teachers and students valuable supplementary materials in the regular classroom setting to further develop the reading skills of students needing this kind of help. The Individualized Study for grades seven to nine served students who were not able to function in the regular school program by providing individual instruction and direction for their future. All other activities in the Title I programs are directed toward providing supportive services for children in instructional programs. This reinforcement is designed to give each student a greater opportunity to achieve success in school. The Title I Media Center does printing, production, and media work. The supportive Psychological Services enable Title I schools to better meet the individual needs of their students. (Author/JM)

ED 076 733 UD 013 575

Baskin, Wade Runes, Richard N.

Dictionary of Black Culture.

Pub Date 73

Note—484p.

Available from—Philosophical Library, Inc., 15 E. 40 Street, New York, N.Y. 10016 (\$15.00)

Document Not Available from EDRS.

Descriptors—*African American Studies, Black Community, Black Power, Cultural Awareness, Cultural Background, *Dictionaries, *Negro Culture, Negro Education, *Negro History, *Negro Institutions, Negro Leadership, Negro Literature, Negro Organizations, Political Issues, Urban Language

This dictionary is an encyclopedic survey of the cultural background and development of the black American, covering the basic issues, events, contributions and biographies germane to the subject. The author-compiler is Chairman of Classical Languages Department at Southeastern State College, Durant, Oklahoma. Richard Runes is practicing law as a public defender, with the Legal Aid Society, in New York City. (JM)

ED 076 734 UD 013 576

Aran, Kenneth And Others

The History of Black Americans: A Study Guide and Curriculum Outline.

United Federation of Teachers, New York, N.Y.

Pub Date 72

Note—118p.

Available from—United Federation of Teachers, Box HBA, 260 Park Ave. S., New York, N.Y. 10010 (\$5.00)

Document Not Available from EDRS.

Descriptors—*African American Studies, Black Community, Curriculum Development, *Curriculum Guides, Economic Factors, Family Characteristics, *High School Curriculum, Negro Culture, *Negro History, Negro Institutions, Religious Factors, Secondary Education, Slavery, Social Sciences, *Study Guides

Where scholars differ on a particular subject—such as the historiography of slavery or the nature of the black family—a number of points of view are explored and references for further research suggested. The resource units for secondary schools make use of the latest research, in an attempt to provide both teachers and students with the materials and tools necessary to an understanding of the black American past and present. These units were suggested by students in Afro-American history classes as the area of their major interest. They were presented in elective courses in some New York City high schools, and have been revised in light of classroom experience. Although all the units are interrelated, each can also be taught independently. Any number of them may be combined to form mini-courses for as many weeks as desired. Any one unit, or several units, can be integrated into a conventional American history of American studies course. In order to attract the widest possible student interest, the material has been expanded beyond a purely historical approach to include the various disciplines of anthropology, psychology, and sociology. Thus, the teacher can adapt the content to either a topical or chronological approach, and can emphasize those aspects which most attract the attention of his students. (Author/JM)

ED 076 735 **UD 013 577**

Annual Report: Detroit Public Schools Job Upgrading Program, 1971-1972. The Job Upgrading Program Manual of Procedure and Curriculum Guide, Second Edition.

Detroit Board of Education, Mich.; Detroit Public Schools, Mich.

Pub Date Dec 72

Note—144p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Compensatory Education Programs, Counseling Programs, Curriculum Development, Disadvantaged Youth, Dropout Prevention, *Dropout Programs, Dropout Rehabilitation, *High School Students, Inner City, *Program Evaluation, Vocational Education, *Work Experience Programs

Identifiers—Detroit, Elementary Secondary Education Act Title I, ESEA Title I, *Michigan

The Job Upgrading Program helps school dropouts and potential dropouts either return to or adjust to the regular school program or become prepared for the world of work. Trainees are given the opportunity to take an abbreviated school program, receive highly individualized personal counseling, learn about the factors for achieving success in a job, and obtain a subsidized work experience in order to put into practice what they have learned. A fulltime job placement service for those not returning to the regular school program is also available to Title I funded centers. This program is now in operation in 16 high schools in the city of Detroit. The purpose of the "Manual of Procedure and Curriculum Guide" is to serve the Job Upgrading teacher-coordinator in the performance of his responsibilities as well as to provide administrators and others with information and understanding of the job. There are three main types of individuals in the program at any one time: (1) those who may be employed without a supervised work experience—these individuals may need only the counseling and help offered in morning training sessions; (2) those who need a supervised work experience—these individuals receive the same type of training as those in the first group plus a supervised work experience; and, (3) those who may return to fulltime school—these individuals usually attend classes in the regular high school in addition to the training provided for the above two types. (Author/JM)

ED 076 736 **UD 013 578**

Aschenbrenner, Joyce C.
Humanism in Black Culture.

Pub Date Mar 73

Note—20p.; Paper presented at the Southern Anthropological Society meeting, Wrightsville Beach, N. C., March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Black Community, *Cultural Background, Ethnic Groups, Family Background, Family Influence, *Family Life, Moral Development, *Negro Culture, Negro Institutions, Personal Values, Political Attitudes, Social Attitudes, Social Values, *Values

We can identify black culture in terms of certain institutions and values which they share as members of an ethnic group, while recognizing that individual families and communities identify in important respects with other groups. The ascription of a humanistic character—defined as those values and institutions which black Americans have in common that are not shared by the majority of Americans—is a prevalent theme in the black movement. This view is counterposed to that of American society generally as materialistic in its emphasis. Humanism refers to a recognition of essential human characteristics—experience, feelings, a sense of personal worth—as contrasted with an instrumental evaluation in terms of success, competence, "personality". As an alternative to pejorative or apologetic approaches to the study of black society, anthropologists might consider the proposition that black Americans, constituting a minority that has been, in turn, despised, patronized, or tolerated, but never granted full membership in this society, have nevertheless maintained a tradition in which personal and social integrity, as expressed in cultural, political, and intellectual achievements, are manifest. It can be argued that the circumstances under which black Americans have created a life way necessitated a strongly integrated social organization and a resolute adherence to a system of values in order to survive as a people. (Author/JM)

ED 076 737 **UD 013 579**

Jensen, Arthur R.

Genetics and Education.

Pub Date 72

Note—378p.

Available from—Harper & Row, Publishers, Inc., 10 E. 53 St., New York, N. Y. 10022 (\$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Educational Planning, Family Characteristics, Family Influence, *Genetics, *Heredity, Intelligence Differences, *Intelligence Factors, Intelligence Quotient, Intelligence Tests, Intervention, Longitudinal Studies, Mental Retardation, Racial Differences, *Twins

This book is organized in nine parts, as follows. Part I, "Preface," includes an account of how the author went from the rather esoteric research on theoretical problems in serial rote learning to research on the inheritance of mental abilities and its implications for education. Part II, "How Much Can We Boost IQ and Scholastic Achievement?" is a reprint of an article which originally appeared in the "Harvard Educational Review," 1969, 39, pp. 1-123. Part III, "A Theory of Primary and Secondary Familial Retardation," is a reprint of an article which originally appeared in the "International Review of Research in Mental Retardation," 1970, 4, pp. 33-105. Part IV, "Estimation of the Limits of Heritability of Traits by Comparison of Monozygotic and Dizygotic Twins," originally appeared in "Proceedings of the National Academy of Science," 1967, 58, pp. 149-156. Part V, "IQs of Identical Twins Reared Apart," originally appeared in "Behavior Genetics," 1970, 1, pp. 133-148. Part VI, "Genetic Research on Human Mental Abilities: Ethical Issues," originally appeared in "The Humanist," January-February, 1972, pp. 5-6. Part VII, "A Note on Why Genetic Correlations Are Not Squared," appeared originally in "Psychological Bulletin," 1971, 75, pp. 223-224. Part VIII is a bibliography of articles about "How Much Can We Boost IQ and Scholastic Achievement?". Part IX is a bibliography of articles on genetics and individual differences, by Arthur R. Jensen. (JM)

ED 076 738 **UD 013 585**

Gordon, Edmund W.

Broadening the Concept of Career Education.

IRCD Bulletin, Volume 9, Number 2, March 1973.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Career Planning, Economic Development, *Educational Change, Educational Development, Educational Needs, *Educational Philosophy, *Educational Planning, Educational Policy, Information Needs, *Social Change, Social Structure, Technological Advancement, Vocational Development, Vocational Education

Career may be defined as a course of continued progress in the life of a person. Since in the recent history of mankind, one's life has been largely defined by the work that one does, vocation or occupation has become the colloquial connotation for career. In the social order which is emerging, work may no longer be central, but may give way to other processes as the critical concerns of life; and our concept of career will be closer to the above definition. The educational tasks faced by the United States have been greatly complicated by three revolutionary developments in our society: (1) the explosion in the quantity and complexity of knowledge available to man; (2) emerging transition from an industrial society to a technological, cybernetic society; and, (3) the emergence of radical changes in the realms of political awareness, patterns of social organization, explicit values, and economic potential. To enable our educational efforts to match the demands of these developments, attention must be focused on remodeling the concepts and structure of education so that schools of the future will not only be more appropriately aligned with the needs of that future society, but will also be a positive force in facilitating societal transition. Society should thus give attention to five specific educational goals: (1) mastery of basic communication skills; (2) problem solving; (3) the management of knowledge; (4) employment leisure and continuing education; and, (5) self-management. (Author/JM)

ED 076 739 **UD 013 586**

McDaniel, John W.

NYC Summer/In-School Goes to Community College. Proven Program for Youth. Final Report. Evaluation Technology Corp., Camarillo, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 15 Feb 73

Note—356p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Community Colleges, *Compensatory Education Programs, Cooperative Education, *Cooperative Programs, Disadvantaged Youth, Higher Education, High School Students, Program Evaluation, *Secondary Education, Student Employment, Summer Programs, Urban Youth, *Work Study Programs

Identifiers—Neighborhood Youth Corps, New York City

This Final Report summarizes five years of development of cooperative summer and school-year programs between the Neighborhood Youth Corps (NYC) and community colleges. NYC Goes to Community College is a combined work and study program for economically disadvantaged youth, cooperatively conducted by local sponsors of Neighborhood Youth Corps and community colleges. The target population served by the demonstration programs was composed of NYC eligible, junior or senior year in high school, youth. Including in the 1972 summer, over 10,000 NYC youth participated in the program which grew from one pilot model in 1968 to 128 separate programs in 1972. The program model includes these components: (1) the Neighborhood Youth Corps recruits and selects eligible poor youth, pays them for their participation in work and other program services, arranges for their transportation to these services, and works jointly with the community college in planning a work and study program and related counseling for enrollees; and (2) the community college admits NYC enrollees to appropriate credit classes, identifies meaningful job sites for enrollees, supervises their work, provides tutoring, counseling, recreation and cultural activities, and holds course credit earned "in escrow" or transmits it back to the high school as needed. (Author/JM)

ED 076 740 **UD 013 587**

Willie, Charles V., Ed. And Others

Racism and Mental Health: Essays. Contemporary Community Health Series.

Spons Agency—Maurice Falk Medical Fund, Pittsburgh, Pa.

Pub Date 73

Note—615p.

Available from—University of Pittsburgh Press, 3309 Cathedral of Learning, Pittsburgh, Pa. 15213 (\$12.95)

Document Not Available from EDRS.

Descriptors—Black Community, Black Power, *Community Health Services, Emotional Development, Feminism, *Mental Health, Mental Health Programs, Psychotherapy, *Public Policy, *Race Relations, Racial Attitudes, *Racism, Self Concept, Social Structure

Identifiers—Black Psychiatrists of America

These 15 essays by leading psychiatrists, sociologists, educators, demographers, and health administrators are organized into four parts: "Overview," "Clinical Context," "Social Context," and "Action Context." Part I includes: "Racism and Mental Health as a Field of Thought and Action," Bernard M. Kramer; and, "Historical Perspectives on Mental Health and Racism in the United States," Charles Prudhomme and David F. Musto. Part II includes: "Racism and Psychotherapy," Charles A. Pinderhughes; "Some Emotional Consequences of Racism for Whites," John A. Ordway; "Some Consequences of Racism for Children," J. Spurlock; and, "Racism and Mental Health Services," Claudewell S. Thomas and James P. Comer. Part III includes: "Black Women in a Racist Society," Jacquelyne Johnson Jackson; "Racism and the Mental Health of White Americans: a Social Psychological View," Thomas F. Pettigrew; "Self-Concept in White and Black Children," Gloria Johnson Powell. Part IV includes: "Positive Mental Health in the Black Community: the Black Liberation Movement," Preston Wilcox; "The Formation of the Black Psychiatrists of America," Chester M. Pierce; "Key Issues in Developing a National Minority Mental Health Program at NIMH," Frank M. Ochberg and Bertram S. Brown. (JM)

ED 076 741

UD 013 588

Marcus, Sheldon, Ed. Vairo, Philip D., Ed.

Urban Education: Crisis or Opportunity?

Pub Date 72

Note—162p.; Based on the Summer Institute in Urban Education, Fordham University Division of Urban Education, New York, N. Y., 1970 and 1971

Available from—Scarecrow Press, Metuchen, N. J. (\$5.00)

Document Not Available from EDRS.

Descriptors—Community Control, Disadvantaged Youth, *Educational Change, Educational Needs, *Educational Policy, Inner City, Parochial Schools, Power Structure, Public Education, Public Policy, Racism, Relevance (Education), *School Community Relationship, *Social Change, *Urban Education

This book is an outgrowth of the summer institute in urban education conducted by the Division of Urban Education of Fordham University's School of Education in 1970 and 1971. Contents include the following papers: "Education in a Changing World," John Holt; "Changing Power Relationships in Education," Albert Shanker; "Education in an Urban Setting," Rhody McCoy; "School Community Control as a Social Movement," Preston Wilcox; "The Failure of Our Schools," Percy E. Sutton; "The Tiger We Dare not Dismount," Carl Marburger; "Parochial Schools in the Inner City," Joseph P. Fitzpatrick, S. J.; "A Relevant Education for the Seventies," James Farmer; "Prejudice and the Ghetto Child," Sheldon Marcus; "Meeting the Needs of America's disadvantaged," Herman Badillo; "Urban Crises: Shall We Overcome?" James R. Tannr; "Alternatives for Urban School Reform," M. fantini; "Urban Education: Beinng or End of an Era?" Philip D. Vairo; and, "The Unheavenly City in Western Literature," Thomas R. Preston. (JM)

ED 076 742

UD 013 596

Taylor, Derek B. Fleming, Margaret

More Effective Schools Program, Disadvantaged

Pupil Program Fund, Fund Number 97-16.

1971-72 Evaluation (Year 3).

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Nov 72

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Class Size, Elementary School Students, Individualized Instruction, *Inner City, Inservice Teacher Education, Instructional Materials,

*Paraprofessional School Personnel, Program Evaluation, Pupil Personnel Services, Student Teacher Ratio, Urban Schools, *Urban Teaching

Identifiers—MES, *More Effective Schools Program, Ohio

During the 1960-1970 school year, the Cleveland Public Schools began implementing a More Effective Schools (MES) Program in two elementary buildings. This report is the evaluation of the third year of operation of the program (1971-72 school year). The MES Program was designed to attack the poor achievement patterns of inner-city children through the alteration of organizational and instructional patterns across all grades within a given school. Unlike many compensatory education programs that are designed to serve those children with the greatest need within a given subject area, the thesis of MES is that all inner-city children have pressing educational needs, and that efforts to improve the performance of these children in school requires a comprehensive approach that involves all children in all grades. The rationale behind the program is that: (1) learning will be facilitated if the school services and staff are organized and coordinated to give priority to the individual needs of each child, and (2) teachers will teach effectively if they are given the time, the freedom from non-teaching duties, the necessary supportive personnel, and the variety of materials needed for more individualized instruction. The MES Program grew out of the meetings of a committee composed of representatives of the Cleveland Teachers Union and the Cleveland Board of Education. (Author/JM)

VT

ED 076 743

VT 019 526

Chapman, Elwood N.

Your Attitude Is Showing: A Primer on Human Relations.

Pub Date 72

Note—215p.

Available from—Instructional Materials, Division of Extension, The University of Texas, Austin, Texas 78712 (\$3.90)

Document Not Available from EDRS.

Descriptors—Answer Keys, *Case Studies, Employment Problems, *Human Relations, *Interpersonal Competence, Occupational Guidance, Problem Solving, Productivity, Visual Aids, *Vocational Adjustment, *Work Attitudes

This revised edition of a basic primer in human relations for job situations will prove useful both as a training tool and as a reference. In order to promote positive attitudes, especially for students starting out in the world of work, various topics are discussed, illustrated by means of 20 case problems. Offering suggested answers for these employment problems, this text provides valuable suggestions in such areas as improving productivity, interpersonal relationships, how to succeed on the job, and common mistakes to avoid. Cartoons are included with each chapter. This document is related to an assignment manual and answer book available as VT 019 527. (AG)

ED 076 744

VT 019 527

Robertson, Jack E.

Your Attitude Is Showing, Assignment Manual and Answer Book.

Texas Univ., Austin. Div. of Extension.

Pub Date 72

Note—58p.; Second Edition, Revised, 1972

Available from—Instructional Materials, Division of Extension, The University of Texas, Austin, Texas 78712 (Manual \$1.00, Answer Book \$1.50)

Document Not Available from EDRS.

Descriptors—Assignments, *Attitudes, Behavior Development, Employment Problems, Human Relations, Instructional Materials, *Interpersonal Competence, *Manuals, Problem Solving, Vocational Adjustment, Work Attitudes, *Workbooks

A complement to the text, "Your Attitude Is Showing," this assignment manual is an attempt to individualize instruction in human relations and attitude development. Composed of study questions and an answer book, the manual contains numbered assignments titled to correspond with topics and projects in the text which allow

the student the exercise of self expression and creativity. The related document is available as VT 019 526. (SN)

ED 076 745

VT 019 645

Scott, Olive P.

Instructional Materials for Cosmetology and Barbering.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-77

Pub Date 73

Note—33p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210 (One of a set, prices available upon request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Barbers, Bibliographies, Career Education, *Cosmetology, Curriculum Development, Curriculum Evaluation, Evaluation Criteria, *Instructional Materials, *Literature Reviews, *Occupational Information, Resource Materials, Teacher Education, Vocational Development, Vocational Education

The purpose of this paper is to aid curriculum development specialists, state leadership personnel, and local supervisors of trade and industry in evaluating curriculum and instructional materials development in cosmetology and barbering. Intended to help either the new or experienced teacher improve programs and identify useful instructional materials, this overview of current state licensing regulations and basic curriculum requirements in cosmetology and barbering includes a rationale, employment projections, descriptions of widely used curricular materials, and extensive teaching suggestions. Evaluation criteria used in selecting these examples of instructional materials are discussed. Resource lists and a bibliography are included. Educational needs for program development and teacher education in cosmetology and barbering are noted. (AG)

ED 076 746

VT 019 883

Cook, Fred S. Richey, Rita C.

Two VAE System Models: A Model for a Competency-Based Instructional System; The VAE Accountability Model. Competency-Based Teacher Education Series No. 2.

Wayne State Univ., Detroit, Mich. Dept. of Vocational and Applied Arts Education.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date Nov 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Business Education, Distributive Education, *Educational Accountability, Family Life Education, *Instructional Systems, *Models, *Performance Based Teacher Education, Performance Criteria, Preservice Education, Program Development, Systems Approach, Teacher Education Curriculum, *Vocational Education Identifiers—*Program Implementation

This booklet is one in a series which describes a competency-based teacher education program developed by the staff of the Department of Vocational and Applied Arts Education at Wayne State University. This booklet discusses instructional systems and accountability, which are two important facets of the program. Part I describes a model of the competency-based instructional system, which utilizes a systems approach to program development. The elements of the system, including competencies, performance objectives, needs assessment, delivery system, and evaluation plus the general procedures followed to implement the system are covered. Part II presents an accountability model designed to facilitate the implementation of an instructional system. The accountability model allows for input from the teacher, student, and administration. A booklet describing the competencies and performance objectives is available as VT 019 884, and a progress report is available as VT 019 885 in this issue. (SB)

ED 076 747

VT 019 884

VAE Pre-Certification Teacher Education Program: Competencies and Performance Objec-

tives. Competency-Based Teacher Education Series No. 1.

Wayne State Univ., Detroit, Mich. Dept. of Vocational and Applied Arts Education.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date Sep 72

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, Business Education, Career Education, Distributive Education, Family Life Education, *Performance Based Teacher Education, Performance Criteria, Preservice Education, Program Development, Teacher Certification, *Teacher Education Curriculum, *Teaching Skills, *Vocational Education

This booklet is one of a series which describes a competency-based teacher education program developed by the staff of the Department of Vocational and Applied Arts Education at Wayne State University. The program consists of competencies, performance objectives, needs assessment, delivery systems, and evaluation, and this booklet contains the competencies and performance objectives. Part I provides a list of 75 pre-service competencies for developing skills pertaining to planning, instruction, evaluation, guidance, management, public and human relations, and professional role. Part II contains the performance objectives for 10 professional pre-service courses, which include six required courses covering theory, methods, and intern teaching and four specialized courses in business and distributive education and home and family living. Course and objective code numbers plus a cross-reference between the competencies and performance objectives are appended. Two related booklets are available as VT 019 883 and VT 019 885 in this issue. (SB)

ED 076 748 VT 019 885

A Systems Approach to Vocational Teacher Education. Progress Report, 1971-1972.

Wayne State Univ., Detroit, Mich. Dept. of Vocational and Applied Arts Education.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date 72

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, Behavioral Objectives, Business Education, Distributive Education, Family Life Education, *Instructional Systems, *Management Information Systems, *Performance Based Teacher Education, Performance Criteria, Preservice Education, Program Development, *Systems Approach, Teacher Education Curriculum, *Vocational Education, Vocational Education Teachers

The purpose of this systems project was to devise a competency-based system for the preparation of teachers, supervisors, and administrators in the field of vocational and applied arts education. Two major activities were accomplished in the first year of the project, including: (1) the design of a pre-certification instructional system, and (2) the design, documentation, and initial testing of a management information system. During the second year of the project, three major objectives have been established, including: (1) the implementation of the pre-certification instructional system, (2) the design of a Master of Education program, and (3) continued field testing and maintenance of the management information system. A listing of project personnel and a discussion of the instructional and management information systems are appended. Two booklets describing the competency-based teacher education instructional systems are available as VT 019 883 and VT 019 884 in this issue. (SB)

ED 076 749 VT 020 047

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 2.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—3074p.

EDRS Price MF-\$7.04 HC Not Available from EDRS.

Descriptors—Clearinghouses, Documentation, *Educational Research, *Indexes (Locators), Information Dissemination, Information Retrieval, Information Storage, *Microfiche, Resource Materials, *Technical Education, *Vocational Education

Documents announced with VT numbers only in the Volume 6 Number 2 issue (VT 020 046) of "Abstracts of Research Materials in Vocational and Technical Education" (ARM) are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (DE)

ED 076 750 VT 020 061

Vogel, F. J. And Others

An Exemplary Program for Occupational Preparation. Final Report.

New Orleans Public Schools, La.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 Aug 72

Contract—OEC-0-70-4783(361)

Note—162p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Planning, Demonstration Programs, *Developmental Programs, Elementary Grades, Job Training, Junior High School Students, Occupational Clusters, *Occupational Information, Occupations, *Program Evaluation, Secondary Grades, Vocational Counseling, *Vocational Development, Work Experience Programs

An assessment of the Exemplary Program for Occupational Preparation (EPOP), this report addresses itself to an identification of the project's present status, and outlines goals and objectives toward which project efforts should be directed during the final operational year. Comprehensive in scope, the program involved students at the elementary, middle, and secondary levels in the New Orleans public schools. Programmatic efforts requiring comments and recommendations included: (1) inadequacies apparent in the administrative structure, (2) features of the EPOP system which could be improved to provide maximum use of professional time, and (3) inadequacies existent in the instructional program such as instructional objectives, in-service training efforts, program coordination, and instructional materials. (SN)

ED 076 751 VT 020 070

Berkowitz, Louis, Ed. And Others

Staying in School: An Evaluation of a Program to Prevent School Dropouts. Final Report.

Educational Alliance, Inc., New York, N.Y.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—SRS-12-55024-2

Pub Date 71

Note—128p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 214 492, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Changing Attitudes, *Counseling Programs, Demonstration Projects, Disadvantaged Youth, *Dropout Prevention, Job Placement, Job Training, Program Effectiveness, *Program Evaluation, *School Community Programs, Secondary Grades, Social Welfare, Student Motivation, Urban Areas, *Work Experience Programs, Youth Programs

Identifiers—*New York City

This demonstration project in New York City undertook to help potential dropouts remain in school through the introduction of a program which combined after-school work experience with group and individual counseling. Concomitantly, it sought to develop an effective intervention methodology for replication in other communities. The principal intervention strategy involved maximizing the role of an autonomous, community-based social agency with varied

public agency contacts and diverse facilities and programs. Through the integration of several social work approaches, which combined specific methodologies of adjustment, advocacy, and accommodation, pupils were aided in adjusting to the educational environment while at the same time mediation with the school system was established. (Author/SN)

ED 076 752 VT 020 082

Shook, Mollie W. Morgan, Robert L.

A Manual for the Implementation and Administration of Career Education Programs.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—31p.; Career Education Monograph Number 1

Available from—North Carolina State University at Raleigh, Center for Occupational Education, P.O. Box 5096, Raleigh, North Carolina 27607

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrator Guides, Adult Education, *Career Education, Community Involvement, Curriculum Design, Curriculum Development, Educational Practice, Guidance Personnel, Guidance Services, *Manuals, Post Secondary Education, Professional Continuing Education, *Program Administration

Identifiers—*Program Implementation

Resulting in part from a project designed to identify and describe comprehensive programs of excellence in career education, this manual is the first of a series describing current, successful career education practices. Among the considerations discussed in this handbook are: (1) administrative practices, including the role of the superintendent and board of education and the characteristics and responsibilities of the program coordinator, (2) curriculum design, (3) inclusion of post-secondary and adult education, (4) career guidance services and personnel, (5) provision for professional development, (6) involvement of the community, and (7) program evaluation. Other booklets in this series are available as VT 020 083-VT 020 090 in this issue. (SB)

ED 076 753 VT 020 083

Schreiber, Robert W. Black, Mabel

Elementary School Curriculum Guide.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—33p.; Career Education Monograph Number 2

Available from—North Carolina State University at Raleigh, Center for Occupational Education, P.O. Box 5096, Raleigh, North Carolina 27607

Document Not Available from EDRS.

Descriptors—*Career Education, *Curriculum Guides, Educational Practice, *Elementary Grades, *Elementary School Curriculum, Guidelines, *Program Development

Identifiers—*Program Implementation

Resulting in part from a project designed to identify and describe comprehensive programs of excellence in career education this curriculum guide is the second in a series describing current, successful career education practices. Intended for elementary teachers and educators responsible for initiating a career education program at the elementary level, this monograph: (1) points out the need for career education, (2) explains the concept of career education, (3) provides guidelines for initiating career education at the elementary level, (4) lists suggested concepts to be developed in elementary career education, and (5) provides sample lessons, illustrating a means of incorporating career education into the elementary curriculum. Other booklets in this series are available as VT 020 082-VT 020 090 in this issue. (SB)

ED 076 754 VT 020 084

Scherer, R. T. Clary, Joseph R.

Middle School Curriculum Guide.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—39p.; Career Education Monograph Number 3

Available from—North Carolina State University at Raleigh, Center for Occupational Education, P.O. Box 5096, Raleigh, North Carolina 27607

Document Not Available from EDRS.

Descriptors—*Career Education, *Curriculum Design, *Curriculum Guides, Educational Objectives, Educational Practice, Learning Activities, *Middle Schools, Occupational Clusters, *Program Development

Identifiers—*Program Implementation

Resulting in part from a project designed to identify and describe comprehensive programs of excellence in career education, this curriculum guide is the third in a series describing current, successful career education practices. Intended for teachers in middle schools, this monograph: (1) provides a definition of career education, its components, and application to the middle school, (2) lists seven steps for implementing a middle school career education curriculum and gives a rationale for developing approaches and activities, (3) provides suggestions for teaching-learning activities and evaluation, and (4) discusses and illustrates four approaches to implementing a career education curriculum, including two approaches which center around implementation by subject area, one approach in which content and activities grow out of the major objectives of career education, and another approach which centers around exploration of a number of career clusters. Other booklets in this series are available as VT 020 082-VT 020 090 in this issue. (SB)

ED 076 755 VT 020 085

Hoyt, Kenneth B. Wollard, G. G.
High School Curriculum Guide.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—47p.; Career Education Monograph Number 4

Available from—North Carolina State University at Raleigh, Center for Occupational Education, P.O. Box 5096, Raleigh, North Carolina 27607

Document Not Available from EDRS.

Descriptors—Advisory Committees, *Career Education, Cooperative Education, *Curriculum Guides, Educational Change, Educational Objectives, Educational Practice, *High School Curriculum, Job Training, *Secondary Grades, Student Organizations, Student Participation, Work Experience

Identifiers—*Program Implementation

Resulting in part from a project designed to identify and describe comprehensive programs of excellence in career education, this curriculum guide is the fourth in a series describing current, successful career education practices. Intended for high school teachers, this monograph is a guide to the career education concept and the process for implementation in the secondary curriculum. Among the topics discussed are: (1) rationale for career education, including a definition of career education and problems associated with implementing a career education program, (2) 10 processes for implementing a career education program, including such processes as using advisory committees, providing job-related training, using the community as learning space, organizing student clubs, and charting student progress, and (3) necessary changes to ensure successful implementation, such as staff and curriculum changes. Other booklets in this series are available as VT 020 082-VT 020 090 in this issue. (SB)

ED 076 756 VT 020 086

Childers, B. E. Nichols, Charles
Postsecondary Career Education.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—20p.; Career Education Monograph Number 5

Available from—North Carolina State University at Raleigh, Center for Occupational Education, P.O. Box 5096, Raleigh, North Carolina 27607

Document Not Available from EDRS.

Descriptors—*Adult Education, Career Choice, *Career Education, Curriculum Planning, Educational Practice, Individual Needs, *Post Secondary Education, Retirement, Teacher Attitudes, *Teacher Responsibility

Resulting in part from a project designed to identify and describe comprehensive programs of excellence in career education, this booklet is the fifth in a series describing current, successful career education practices. Intended for post-secondary educators, this monograph examines: (1) a mandate for teachers to adjust preconceived attitudes to a better knowledge of the students involved and to assume responsibility for planning a curriculum to meet the needs of individuals rather than those of the institution, (2) stages of career education for the post-secondary and adult groups, (3) career modification for these groups, (4) preparation for career enjoyment, and (5) preparation for career termination. Other booklets in this series are available as VT 020 082-VT 020 090 in this issue. (SB)

ED 076 757 VT 020 087

Helling, Cliff E. Ruff, Eldon

Career Guidance.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—21p.; Career Education Monograph Number 6

Available from—North Carolina State University at Raleigh, Center for Occupational Education, P.O. Box 5096, Raleigh, North Carolina 27607

Document Not Available from EDRS.

Descriptors—*Career Education, Counseling Services, Counselor Role, *Counselors, Educational Practice, *Guidance Services, *Vocational Counseling, *Vocational Development

Resulting in part from a project designed to identify and describe comprehensive programs of excellence in career education, this booklet is the sixth in a series describing current, successful career education practices. Intended for counselors, this monograph has been prepared to show the relationship between career education, career development, and career guidance and to clarify career guidance. Among the topics discussed are: (1) a definition of career guidance, including the relationship of career guidance to career development and the overall concept of career education, (2) the changing role of the counselor and strategies counselors might utilize to bring about self-change, and (3) career guidance practices, including a listing of 12 projects and 101 activities designed to stimulate students to understand themselves, their peers, and the world around them. Sources of additional career guidance materials are appended. Other booklets in this series are available as VT 020 082-VT 020 090 in this issue. (SB)

ED 076 758 VT 020 088

Buckingham, Lillian Lee, Arthur M.

Placement and Follow-Up in Career Education.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—39p.; Career Education Monograph 7

Available from—North Carolina State University at Raleigh, Center for Occupational Education, P.O. Box 5096, Raleigh, North Carolina 27607

Document Not Available from EDRS.

Descriptors—*Career Education, Educational Practice, *Followup Studies, *Job Placement, *Models, *Vocational Followup

Resulting in part from a project designed to identify and describe comprehensive programs of excellence in career education, this booklet is the seventh in a series describing current, successful career education practices. This monograph presents a model for a placement and follow-up program, which involves the entire professional staff of a school district as well as parents, students, and the community. The first section contains a rationale for placement and follow-up in career education. Following is a discussion of the participants in a placement and follow-up system, and a description of the system. Described are the operations of the placement program while students are still in school and the follow-up program after students leave the institution. Special emphasis is placed on the timing and time sequence of placement and follow-up. The final section deals with variations in the size and location of schools offering career education programs and how their placement and follow-up activities may have to be modified to fit particular

situations. Other booklets in this series are available as VT 020 082-VT 020 090 in this issue. (Author/SB)

ED 076 759 VT 020 089

Swanson, Gordon I. Jervis, Robert

Professional Development.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—23p.; Career Education Monograph Number 8

Available from—North Carolina State University at Raleigh, Center for Occupational Education, P.O. Box 5096, Raleigh, North Carolina 27607

Document Not Available from EDRS.

Descriptors—*Career Education, Curriculum Design, Educational Practice, *Instructional Staff, Job Placement, *Professional Continuing Education, Professional Training, Program Evaluation, Teacher Education, *Teacher Improvement

Identifiers—Program Implementation

Resulting in part from a project designed to identify and describe comprehensive programs of excellence in career education, this booklet is the eighth in a series describing current, successful career education practices. A successful career education program is dependent upon professional development. Based on this premise, the monograph: (1) describes the stages which educators need to consider concerning professional development for career education, (2) examines the specific roles and responsibilities of educators within the system, particularly the role played by the classroom teacher, (3) suggests training and retraining opportunities for teachers, (4) discusses involving teachers in the mechanics and organization of a professional development program, and (5) discusses activities that require involvement of all teachers, including assessing needs, designing curriculum materials, determining implementation strategies, and participating in evaluation and job placement. Other booklets in this series are available as VT 020 082-VT 020 090 in this issue. (SB)

ED 076 760 VT 020 090

Isenberg, Robert M. Smith, Joel

Involving the Community in Career Education.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—15p.; Career Education Monograph Number 9

Available from—North Carolina State University at Raleigh, Center for Occupational Education, P.O. Box 5096, Raleigh, North Carolina 27607

Document Not Available from EDRS.

Descriptors—*Career Education, *Community Involvement, *Community Resources, *Community Services, Community Support, Educational Practice, Educational Resources

Resulting in part from a project designed to identify and describe comprehensive programs of excellence in career education, this booklet is the ninth in a series describing current, successful career education practices. Intended for teachers, this monograph discusses ways in which schools can involve the community in a career education program. Included is a discussion of such community resources as local business establishments, governmental agencies, and civic clubs and how these resources may be used in the instructional program. Other booklets in this series are available as VT 020 082-VT 020 089 in this issue. (SB)

ED 076 761 VT 020 092

Placek, Carmen

An Evaluation of the Teacher Training Program for Consumer Homemaking Education in Utah.

Utah State Board of Education, Salt Lake City. Div. of Research and Innovation.

Pub Date Feb 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Home Economics Education, *Home Economics Teachers, *Program Evaluation, *Program Improvement, Relevance (Education), *Teacher Education, Undergraduate Study

Identifiers—*Utah

To identify inadequacies or irrelevancies in the home economics training program for teachers in Utah and to suggest methods of correcting them, data were collected from senior students in home economics education, cooperating teachers, and practicing secondary teachers who graduated from Utah State University, University of Utah, and Brigham Young University. Data were gathered by means of: (1) a rating scale for adequacy and relevancy of college training, which was sent to the practicing secondary teachers, (2) an open-ended questionnaire, which was sent to senior students and cooperating teachers, (3) a review of tape recordings made by 16 senior students, and (4) a comparison of secondary curriculum guides and university course outlines. In general, the programs were found to be very good in most areas, but some areas need improvement. Some recommendations for improvement were: (1) Teaching methods taught should be as specific to the subject area as possible, (2) A course in gainful home economics should be required, (3) The program should be made more flexible to meet individual needs, (4) Consumer decision-making should be emphasized in all areas, not just in one class, and (5) Students should get more drug education. (Author/SB)

ED 076 762 VT 020 095

Lash, Neil A.

Effects of Verbal Modality on Principle Learning for Vocational Students with Different Levels of Reading Ability.

Pub Date May 73

Note—163p.; Ed.D. Dissertation, Missouri Univ., Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Performance, Analysis of Variance, *Aural Stimuli, Doctoral Theses, Educational Research, Electricity, High School Students, *Learning Processes, Post Testing, *Reading Ability, Reading Level, Secondary Grades, Slides, Time Factors (Learning), Verbal Stimuli, *Visual Stimuli, *Vocational Education

Identifiers—*Principle Learning

To determine the effect of two verbal formats (aural and visual) on learning time and performance when the instructional objective was principle learning, a standardized reading test was administered to 115 male vocational students in Grades 10-12, and 15 high reading ability students and 15 low reading ability students were randomly assigned to each of the two treatment groups. In the experiment, one group of subjects viewed, first, a learning unit consisting of a slide series accompanied by recorded tape (aural) and second, a learning unit consisting of a slide series accompanied by printed page (visual). For the second group of the subjects, the presentation of the verbal formats was reversed. Subjects completed each unit, the associated posttest for each unit, a summative evaluation covering both units, and concluded by indicating the preferred verbal format. A separate two-way analysis of variance which was conducted for performance and learning time revealed that high ability readers performed significantly better than low ability readers on both learning units and took significantly less time to complete the first learning unit. No significant interaction between reading ability and verbal format was found for learning time or performance. The choice of verbal format was not affected by order of presentation or by most recently experienced format and was not significantly correlated with reading ability. (Author/SB)

ED 076 763 VT 020 096

Capelli, Stephen L.

A Comparative Study of Entering and Potential Vocational Teachers.

Pub Date May 73

Note—80p.; Ph.D. Dissertation, Missouri Univ., Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Preservice Education, *Role Perception, *Teacher Attitudes, *Teacher Education, *Values, *Vocational Education Teachers

Identifiers—Minnesota Teacher Attitude Inventory, MTAI, Role Perception Scale, RPS, SIV, Study of Values, Survey of Interpersonal Values

The purpose of this study was to: (1) ascertain and compare the attitudes, role perceptions, and values of entering vocational teachers with a comparable group of potential vocational teachers who have chosen not to leave their occupations and enter teaching, and (2) ascertain the effects of a 2-week preservice teacher preparation institute on the role perceptions of the entering teachers. Data were collected prior to the institute by sending the 92 entering teachers a packet containing researcher developed forms, Role Perception Scale (RPS), the Minnesota Teacher Attitude Inventory (MTAI), the Study of Values, and the Survey of Interpersonal Values (SIV). At the conclusion of the institute, the 92 participants completed the Role Perception Scale (RPS) and identified persons comparable to themselves on the variables of occupation, occupational experience, education, and sex. Packets containing the RPS, MTAI, SIV, and Study of Values were mailed to the potential group, and 70 usable returns were received. Data analysis failed to reveal significant differences between the group mean scores of entering and potential teachers on the RPS, Study of Values, and SIV. There were significant differences between the group mean scores on the MTAI. Entering teachers had significantly higher positive attitudes toward teaching than the potential teachers. (SB)

ED 076 764 VT 020 097

Joyner, Jerry E.

An Experimental Comparison of Two Approaches to Teaching Industrial Arts Design.

Pub Date May 73

Note—151p.; Ed.D. Dissertation, Missouri Univ., Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, *Creative Ability, Design, Doctoral Theses, *Educational Research, High School Students, *Industrial Arts, *Intelligence, Intelligence Level, Problem Solving, Secondary Grades, *Teaching Techniques

Identifiers—Torrance Tests of Creative Thinking

To ascertain the effects of an instructional strategy utilizing structural design problems and an instructional strategy utilizing unstructured design problems, 86 eleventh and twelfth grade students with IQ scores in the upper and lower 40 percent of the school population were randomly assigned to two treatment groups. The treatments consisted of four structured and four unstructured design problems, and creativity scores were gathered from both treatments by administering the Torrance Tests of Creative Thinking. "Thinking Creatively with Pictures." A two-way analysis of variance was utilized to test the differences between mean scores of fluency, flexibility, originality, and elaboration of the two treatments and two mental ability levels. Analysis of the data failed to reveal a significant difference in mean scores of creativity between either instructional strategy or between high and low intelligence groups. There was also no significant interaction between treatments and mental ability levels. It was concluded that both high and low IQ students can achieve equally well in a situation calling for creative ideas, and that structured or unstructured industrial arts design problems can be used with both high and low IQ students. (Author/SB)

ED 076 765 VT 020 098

Douty, H. M.

The Development of Wage Statistics in the United States.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Report No.—ILR-Bull-64

Pub Date Nov 72

Note—45p.

Available from—Publications Division, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Economic Climate, *Employment Statistics, Federal Government, Historical

Reviews, *Labor Economics, Labor Force, *Labor Market, National Surveys, Public Policy, Use Studies, *Wages

Identifiers—*Bureau of Labor Statistics

This bulletin briefly traces the development of wage statistics in nonfarm employments in the United States, focusing mainly on the work of the Bureau of Labor Statistics. The formative period of wage statistics was the final quarter of the nineteenth century, although some information was assembled and systematic insight into the behavior of wages was being developed during the first part of that century. The period from 1900 to 1930 was marked by a program of detailed occupational wage surveys by industry based on employer records, with studies of negotiated wage rates and hours based on union records in a few industries. From 1930 to 1945 the emphasis in wage statistics shifted first to studies in low-wage consumer goods industries for minimum wage purposes production, and then to extensive surveys, largely on a local area basis, for use in the wage stabilization program during the war. The period from 1945 to 1970 witnessed basic reorientation of wage-survey activity, with greatly improved methodology. Official statistical inquiry into wages from the 1930's onward has been closely linked to government operating needs for a variety of administrative and policy purposes. The origin of wage statistics was largely in response to pressure for general public information, and this objective has continued to be met down through the years. (MF)

ED 076 766 VT 020 099

Wallace, Donald F.

The Relationship of Industrial and Engineering Technologists in the Spectrum of Technical Occupations.

Pub Date May 72

Note—128p.; Ph.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-7109, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Doctoral Theses, *Engineering Technology, Industrial Personnel, *Industrial Technology, Industrial Training, Job Analysis, *Occupational Clusters, Occupational Surveys, *Technical Occupations

To find the relationship between industrial and engineering technologists in order to develop an internal framework for the technologists' roles in technical occupations, this study involved 30 engineering and 100 industrial technologists. Questionnaires concerning their opinions were used to obtain data. Findings include: (1) The relationship of the two technologists in a technical spectrum is diagonal with each one complementing the other one, (2) Engineering and industrial technologists cannot be combined into one classification, (3) Engineering technology can be viewed as extending the specialized training time for the technician to four years, (4) The uniqueness of industrial technology results from its effectiveness in combining courses from other professional areas, and (5) While some overlap and proliferation of program content and job function seems to exist between the engineering and industrial technologist, the two areas are distinctly different in objectives. Feelings are that for the sake of the maintenance of specificity of training, engineering technology and industrial technology should remain two separate and unique programs. (Author/SN)

ED 076 767 VT 020 100

Jabbari, Ebrahim G.

A Plan of Trade and Industrial Education for Iran Based on Trade and Industrial Education Programs in the United States.

Pub Date Dec 72

Note—218p.; Ph.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Adult Vocational Education, Cooperative Education, Developing Nations, Doctoral Theses, Educational Needs, *Educational Programs, *Manpower Development, Manpower Needs, Models, National Programs, *Program Design, Technical Institutes, *Trade

and Industrial Education, Vocational Training Centers
Identifiers—*Iran

The purpose of the study was to develop a plan of trade and industrial education for Iran to serve secondary school students, dropouts, and adults. The plan is limited to less than baccalaureate degree programs. Analysis of relevant data collected from sources in the United States and Iran revealed that selected procedures and characteristics of trade and industrial education programs in the United States are applicable to a proposed plan for Iran. The background of Iran, its people, and its educational system, are outlined. Iran has always had a shortage of skilled labor, due mainly to its inadequate system of vocational training. A detailed proposed model plan for trade and industrial education involving government and industry is presented as one alternative for solving Iran's manpower shortage. (MF)

ED 076 768

VT 020 101

Bland, Larson M.

A Comparison of Three Methods of Teaching Selected Informational Topics of Basic Electricity to Disadvantaged Students.

Pub Date May 72

Note—123p.; Ed.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-7013, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Disadvantaged Youth, Doctoral Theses, Educational Experiments, *Educational Research, *Electricity, Junior High School Students, *Teaching Methods, *Teaching Techniques

In an effort to determine the relative effects on achievement and retention, of three methods of teaching basic electricity disadvantaged students, 48 eighth grade disadvantaged students were randomly assigned to three groups and instructed using either an interaction reinforcement, a summary reinforcement, or neither. The experiment used a posttest only control group design. Findings concerning the disadvantaged students included: (1) They achieved significantly more information when taught by a method which utilized classroom interaction to verbally reinforce the lesson objectives, (2) They retained more information when taught by a method which utilized a summary to verbally reinforce the objectives, (3) Those with higher mental abilities could be expected to retain approximately the same amount of information which utilized either of the three approaches, (4) Those with lower intelligence quotients could be expected to achieve approximately the same amount of information when taught by methods which utilized classroom interaction or a summary to reinforce objectives, and (5) Those with lower mental abilities retained more information when taught by a method which utilized a summary to reinforce objectives than when taught by a classroom interaction method. (SN)

ED 076 769

VT 020 102

Holm, Melvin G.

Effect of Stress Producing Situations on Manipulative Performance of High and Low Test-Anxious Industrial Arts Students.

Pub Date May 72

Note—99p.; Ed.D. Dissertation, Missouri Univ., Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-7038, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Anxiety, Doctoral Theses, Educational Research, Grade 7, *Industrial Arts, Males, *Stress Variables, *Task Performance, *Tests

To determine the effect which stress producing situations have upon the performance of a manipulative task by high and low test-anxious subjects, 120 seventh grade boys in general industrial arts shop class were administered the "Test Anxiety Scale for Children" and the "Lie Scale for Children." On the basis of their scores, 60 boys were selected as subjects and randomly assigned to high and low test-anxious groups. The task consisted of driving nails into blocks of wood under stress and non-stress conditions. The two

groups were tested for equivalency by means of a t-test. Results of the t-test indicated that the groups were equal, and the data were then subjected to a two-way analysis of variance to determine any main effects attributable to test anxiety levels and treatments. Data analysis failed to reveal any significant difference in nail driving ability between high and low test anxiety levels or between stress and non-stress treatments. Analysis of hammering errors revealed a significant difference in errors between treatments of high test-anxious subjects, but there was no significant difference in errors between the high and low test-anxious groups when both treatments were compared simultaneously. (Author/SB)

ED 076 770

VT 020 104

Hudson, Donald W.

The Effect of Contiguity on Informational Achievement and Psychomotor Performance.

Pub Date Dec 72

Note—93p.; Ed.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Gains, *Activity Learning, Discovery Learning, *Doctoral Theses, Educational Research, Electric Circuits, Industrial Arts, *Psychomotor Skills, *Sequential Approach, *Task Performance

Using a randomized block design and involving the participation of 73 fifth, sixth, and seventh grade pupils, this study sought to ascertain the relative effects of traditional, varied and integrated contiguity on the achievement of information content and the performance of a psychomotor task. The informational content selected for the study concerned series-parallel circuits and basic radio theory. The 2-part psychomotor task consisted of assembling a series-parallel circuit and a crystal radio set. Each student was exposed to identical presentations of content and performed identical psychomotor tasks with differences only in contiguity. Findings included: (1) The achievement of students exposed to traditional contiguity or varied contiguity was higher than the achievement of students exposed to integrated contiguity, and (2) Psychomotor performance was not affected by contiguity. Educators can expect no significant differences in psychomotor performance between students of high mental ability and low mental ability. They can, however, expect students of high mental ability to have a higher level of informational achievement than students of low mental ability. (Author/SN)

ED 076 771

VT 020 105

Langan, Paul E.

Influence of Internal and External Control of Reinforcement Upon Participation and Learning in Vocational Education.

Pub Date Aug 72

Note—95p.; Ed.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Aspiration, Activity Learning, Doctoral Theses, Educational Research, *Individual Differences, *Learning, Learning Motivation, *Participant Involvement, Post Secondary Education, *Reinforcement, Secondary Grades, Student Participation, *Vocational Education

This study used 889 eleventh grade students and 70 vocational education students enrolled in cooperative education programs to determine the influence of internal and external control of reinforcement upon participation and learning in vocational education. Resultant findings include: (1) Sex was not a determinant of externality. The internal-external variable did not exert a differential effect upon male and female students, (2) Students who view reinforcement as being contingent upon their own behavior (internals), recall more directly and indirectly related occupational information than students who view reinforcement as being dependent upon others (externals), and (3) Internals recall more short-term directly and indirectly related occupational infor-

mation in vocational cooperative education when measured by a modified true-false recall test. (Author/SN)

ED 076 772

VT 020 107

Chartering an Experience Bank: A Guide to Forming a Local Association of Independent Businessmen.

Center for Venture Management, Milwaukee, Wis.

Pub Date 70

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Business Administration, *Continuous Learning, Group Experience, *Management, Organization, Organizations (Groups), Peer Groups, Policy Formation, *Professional Associations, *Work Experience

Identifiers—*Entrepreneurs, Self Employment

This monograph briefly explores the nature of independent business and the entrepreneur turned business manager, and presents the concept of a Council of Independent Businessmen for the advancement of independent business managers. A variety of experiences contribute to learning of any kind. The entrepreneur-manager should develop some means to continue to learn in areas useful to his business. This document discusses the formation of an organization of owners-managers for learning purposes, not as a trade association. General rules for procedures and activities for such a learning organization are presented. The document states that membership in an organization of independent operators provides an experience bank, a storehouse of business acumen to be deposited and withdrawn with a high dividend yield. Included are yearly and special program outlines for such an organization. (MF)

ED 076 773

VT 020 108

Cooper, Arnold C.

The Founding of Technologically-Based Firms.

Center for Venture Management, Milwaukee, Wis.

Pub Date 71

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Administrator Background, *Administrator Characteristics, *Business Administration, Engineering, Individual Power, *Management, Organizational Change, Research and Development Centers, Scientific Enterprise, *Technological Advancement, Technology

Identifiers—*Entrepreneurs

This monograph describes a study of entrepreneurship in new technologically-based firms. The work is based on empirical data gathered primarily in interviews with individuals who formed such enterprises. Most of the research was conducted in one of the nation's centers of technological entrepreneurship, the San Francisco Peninsula area around Palo Alto, California. Focus is on the founding of new technologically-based firms. Such new companies are rare, and the study examines the factors that create an environment in which an entrepreneur may take the step of starting his own firm. Spin-offs from established organizations appear to function as incubators to a great extent. One of the most important factors is the development of markets and technologies on which the area's industry is based. But the individual entrepreneur, his background and characteristics, is the paramount influence. The monograph concludes with implications for established firms, implications for prospective entrepreneurs, and implications for regional economic development of factors favorable to technical entrepreneurship. (MF)

ED 076 774

VT 020 113

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 3.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—2,550p.

EDRS Price MF-\$6.07 HC Not Available from EDRS.

Descriptors—Career Education, Clearinghouses, Documentation, *Educational Research, *Indexes (Locators), Information Dissemination, Information Retrieval, Information Storage, *Microfiche, Resource Materials, *Technical Education, *Vocational Education

Documents announced with VT numbers only in the Volume 6, Number 3 issue (VT 020 112) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (MF)

ED 076 775 VT 020 114

Bies, John David

Environmental Influences on Problem Solving Ability in Three Demographic Groups.

Pub Date May 72

Note—82p.; Ph.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-7012, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Control Groups, Doctoral Theses, *Environmental Influences, Group Experience, High School Students, Liberal Arts, Performance Tests, Practical Arts, *Problem Solving, *Rural Environment, School Environment, *Suburban Environment, *Urban Environment

The major purpose of this study was to ascertain whether or not a relationship existed between problem-solving ability and environmental factors. A secondary and related purpose was to find and examine any differences between demographic and curriculum groups. Data were collected from students and from school records in three public high schools representing urban, suburban, and rural demographic groups. Tests configured to measure problem-solving ability were administered in each school to a random selection of students in three groups: liberal arts, practical arts, and a control group of the general student population. Analysis of the data indicated that there is a relationship between problem-solving ability and environmental factors, especially family and school background and influences. It was found that the suburban control group scored significantly lower than the other two control groups, which may indicate that environmental conditions were such as to influence the composition of the school population. As the analysis showed no significant difference in problem-solving ability among the practical arts, academic, and control groups, it may be concluded that each group's environment was similar in developing such ability and that these environments were varied enough to affect it. (MF)

ED 076 776 VT 020 115

Meers, Gary D.

Effects of Various Feedback Media on Psychomotor Achievement.

Pub Date May 72

Note—79p.; Ed.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-7062, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Analysis of Covariance, Doctoral Theses, Evaluation Techniques, *Feedback, Grade 7, Industrial Arts, Intermediate Differences, *Performance Tests, *Psychomotor Skills, Video Tape Recordings

The purpose of this study was to ascertain whether or not there is a significantly different level of psychomotor achievement among students receiving three different kinds of feedback treatments: (1) evaluating their own performance with the aid of a check sheet while viewing their previous performance on video tape recording, (2) evaluating their own performance with the aid of a rating by a panel of judges while viewing their previous performance on video tape recording,

and (3) viewing a video tape recording of their previous performance. A comparison of the three types of feedback treatment was made for 39 Grade 7 industrial arts students with equivalent manual dexterity scores. It was found that students who received the video tape recording plus panel rating had significantly higher levels of psychomotor achievement than did the other two feedback groups. It was concluded that students receiving qualified directive feedback of their performance will perform at a higher level of psychomotor achievement. (MF)

ED 076 777 VT 020 116

Randolph, James R.

Computer-Based Occupation Simulation for Ninth Grade Students.

Pub Date May 72

Note—134p.; Ph.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-7073, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, *Cognitive Ability, *Computer Programs, Doctoral Theses, Grade 9, *Occupational Information, Participant Involvement, *Programmers, *Simulation, Socioeconomic Status, Student Attitudes, Vocational Interests

The purpose of this study was to compare the cognitive achievement, attitudes, occupational awareness, and occupational interests of students in three socioeconomic levels who were exposed to two different computer-based approaches to information about the occupation of computer programmer. The two methods were: (1) non-simulation, in which the student received the occupational information in written essay form, and (2) a simulation presentation of three life stages of a computer programmer. The experiment included assigning the students to a socioeconomic level and collecting their test scores in cognitive achievement, attitudes, occupational awareness, and occupational interests. Analysis of the data indicated that the group experiencing the simulation treatment was significantly higher on cognitive achievement and occupational awareness than the non-simulation group, leading to the conclusion that an approach which involves students in various aspects of an occupation is more effective than a non-simulation approach which does not attempt to involve them. Another conclusion was that, regardless of the method of presentation, students from middle and upper socioeconomic levels may be expected to understand more of the cognitive elements of an occupation than lower socioeconomic students. (MF)

ED 076 778 VT 020 117

Lee, Raphael D. C.

Relationship of Selected Demographic Characteristics and the Job Satisfaction of Industrial Arts Teachers.

Pub Date Aug 72

Note—140p.; Ed.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Correlation, Doctoral Theses, *Industrial Arts Teachers, *Job Satisfaction, Multiple Regression Analysis, Secondary School Teachers, *Teacher Attitudes, Teacher Background, Teacher Characteristics, *Teacher Motivation, *Teaching Conditions

The study investigated the possible influence of selected personal and background demographic variables on job satisfaction among industrial arts teachers and the relationships between job satisfaction and a job content-context dichotomy for the job factors. Data were collected through mailed questionnaires to a 50 percent sample of industrial arts teachers in Missouri secondary schools during 1971-72. Findings revealed that the demographic variables contributed little to the variance in job factor satisfaction. However, there were statistically significant relations between overall job satisfaction and job content-context factor satisfaction measures. The finding that the job content-related factors, such as work itself, were relatively more important in job factor satisfaction than the job context-related factors, such as salary, has implications for industrial arts teacher job design. (MF)

ED 076 779 VT 020 118

Chastain, Gary Kent

Effects of Visual and Verbal Presentations Upon the Performance of a Psychomotor Task.

Pub Date May 72

Note—125p.; Ed.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-7018, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Doctoral Theses, Grade 7, Industrial Arts, Intelligence Factors, *Intermediate Differences, Learning Characteristics, *Low Ability Students, *Performance Tests, *Psychomotor Skills, Slides, *Superior Students, Task Analysis

The purpose of this study was to ascertain the relative effects of multi-channel media presentations upon the learning of a psychomotor task by high and low mental ability groups and the amount of time these groups would take to complete the task. Eighty students were randomly selected from the upper and lower 40 percent of the intelligence quotient range of Grade 7 for the investigation. An electrical circuit assembly task analysis was recorded on audio tape and on slides, and this presentation was administered to the subjects, after which a finger dexterity test was given. A two-way analysis of variance for the test scores failed to reveal a significant difference among the various media treatments, although there was a significant difference between mental ability levels on the psychomotor task scores regardless of the treatment. It was concluded that no difference in the amount of interference should be anticipated between the combined channels of communication when the material presented in each channel is redundant. Educators may expect high mental ability students to assemble similar electrical circuits more accurately and in less time than low mental ability students. (MF)

ED 076 780 VT 020 119

Landers, Jack M.

The Comparative Effects of Two Laboratory Approaches on Informational Achievement, Informational Retention and Attitudes in Wood Technology at the College Level.

Pub Date Aug 72

Note—158p.; Ed.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Class Attitudes, Comparative Analysis, Doctoral Theses, Educational Research, Experiments, Industrial Arts, Laboratory Experiments, *Laboratory Techniques, *Retention, *Student Attitudes, Woodworking

Using a project-approach treatment and an exercise/experiment-approach treatment administered to twenty subjects in each of the two groups studied, this research attempted to compare the relative effectiveness of the two approaches to laboratory activity in an industrial arts course at Central Mississippi State College. Informational achievement, informational retention in wood technology, and attitudes of college students toward wood technology were the variables under consideration. Scores obtained on the Cooperative School and College Ability Test were used to determine the initial status of the groups on the variables of college aptitude. The Remmers Scale for Measuring Attitude Toward Any School Subject was used to determine the attitudes held by students toward wood technology. The same classroom instructor served as laboratory supervisor for the two test groups. Findings include: (1) The type of laboratory activity did not have a significant influence upon the informational achievement or retention of information by the students, and (2) The type of laboratory activity did not have a significant influence upon the attitude of the students. (SN)

ED 076 781 VT 020 120

McDonald, Carol

State Research Coordinating Unit Activities for the Period January 1, 1972-June 30, 1972. Semiannual Report.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Feb 73

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Coordination, Educational Research, Reports, *Research Coordinating Units, *Research Projects, *State Programs, *Vocational Education

This report summarizes research activities of the State Research Coordinating Units during the second half of the 1972 fiscal year and includes a final analysis of the entire fiscal year. The purpose of the report is to facilitate exchange of information and reduce duplication of effort among the states by providing awareness of the research and development activities by other states. This is the fifth in a series of compilations of State Quarterly Research Activity Reports. (MF)

ED 076 782

VT 020 134

Integrated Surface Mining and Reclamation Techniques: A Curriculum for Training Surface Mining Personnel.

Pennsylvania State Univ., University Park. Dept. of Mineral Engineering.

Spons Agency—Bureau of Mines (Dept. of Interior), Washington, D.C.; Division of Manpower Development and Training, BAVT.

Pub Date 5 Jan 73

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, Course Content, *Curriculum Guides, *Industrial Education, Industrial Personnel, Job Skills, *Job Training, Management Education, Manpower Development, Metallurgical Technicians, Safety Education, Soil Conservation, *Supervisory Training, Technical Occupations

Identifiers—*Strip Mining

The result of a project effort, this 45-unit curriculum was designed for use in training bituminous coal surface mine personnel in conducting strip mining operations more economically, with good health and safety practices, for environmental control. Containing 1-hour instructional units, the courses can be taught either three hours a night one night a week for 15 weeks, or two hours a night two nights a week for 10 weeks with the last night being a 3-hour session. Instructors for the courses should have expertise in their fields as well as the approval of the advisory committee. Covered are: (1) the economics of strip mining, (2) mandatory health and safety standards, (3) federal and state strip mining laws, (4) various strip mining unit operations, and (5) methods of restoring the land to productive and economical use. Primarily designed for the State of Maryland, this curriculum may be altered to fit programs in other states. (SN)

ED 076 783

VT 020 135

Baier, Jon Wesley

Status of Industrial Arts in Colorado as Perceived by Junior High Principals, Industrial Arts Teachers, and Counselors.

Pub Date 73

Note—181p.; Ed.D. Dissertation, University of Northern Colorado, Greeley

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-16,790, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Beliefs, *Counselors, Doctoral Theses, Educational Objectives, Educational Research, *Industrial Arts, *Industrial Arts Teachers, Junior High Schools, Opinions, *Principals, *Program Attitudes, Questionnaires

Identifiers—*Colorado

To determine the status of junior high industrial arts programs in Colorado and the importance of the American Vocational Association's (AVA's) 1953 and 1968 goals, questionnaires were mailed to 90 junior high industrial arts teachers, 125 counselors, and 90 principals. Usable returns from 244 (80 percent) respondents revealed that: (1) There was high agreement between the three groups of respondents on the importance of the AVA's goals, but the respondents indicated that more of the goals should be emphasized than is currently the case, (2) All three groups of respondents indicated that AVA's 1953 statement of goals is more descriptive of industrial arts programs as they presently exist and as they should be taught than is the 1968 statement, and (3) The respondents considered industrial arts more important than 60 percent of the

11 other subjects commonly found in junior high schools. It was concluded that industrial arts teachers, principals, and counselors should narrow the gap between the emphasis that should be given the goals of industrial arts and the current emphasis. A sample instrument is appended. (Author/SB)

ED 076 784

VT 020 138

The Emerging Attitudes and Motivations of Workers. Labor/Management Programme.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 72

Note—58p.; Report of a Management Experts' Meeting (Paris, France, May 24-26, 1971)

Available from—Organisation for Economic Cooperation and Development, Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$1.75)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, Conference Reports, Employer Employee Relationship, *Industrial Relations, *Job Satisfaction, *Labor Problems, Leadership Styles, *Management, Motivation, Organizational Climate, Personnel Policy, Values, *Work Attitudes, Youth

Identifiers—Japan, Western Europe

The worker born after 1945, whose generation will soon make up the majority in industrial employment, is usually better educated than his father and his education has often been different in kind too. There has been more emphasis on teaching children to develop their own personality and to question what they find in society, and less emphasis on obedience and conformity. The "new" worker today questions both the purpose and the operation of industry. He is reluctant to accept traditional managerial authority and sometimes even reluctant to enter industrial employment at all. It may well be that if industry does not make adjustments to accommodate changing attitudes, it will become more difficult to recruit personnel, there will be more friction in industrial relations, and it will be increasingly hard to maintain economic growth. This report summarizes conference discussions by senior management experts in Western Europe and Japan about what they perceived to be the attitudes and motivations of workers which had the most influence on economic activity and on the styles or policy of management most likely to succeed in the face of these attitudes and motivations. The meeting showed conclusively that a greater understanding of the human structure of the industrial enterprise could decrease worker alienation and increase both output and satisfaction. (MF)

ED 076 785

VT 020 140

Carvell, Fred Draheim, Kirk

Review and Assessment of the Impact on Occupational Education Resulting from the Research and Development Activities Supported by the Division of Vocational and Technical Education of Illinois, Project RDC-A2-078.

Tadlock Associates, Los Altos, Calif.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date Aug 72

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Counseling Programs, Curriculum Development, *Demonstration Projects, Educational Innovation, *Educational Research, Guidance Programs, Program Development, *Program Evaluation, Research Directors, Research Needs, *Research Projects, Teaching Techniques, *Vocational Education

Identifiers—*Illinois

A 4-phase study was conducted to provide an objective third-party assessment of the effectiveness of research and development (R. & D.) projects supported by the Research and Development Unit (RDU) of the Illinois Division of Vocational and Technical Education. Activities during the four phases consisted of: (1) a preliminary review to obtain descriptive information on more than 50 completed projects supported by the RDU since 1966, (2) development of a questionnaire based on findings from the preliminary review and designed to obtain information on project activities, (3) dissemination of the questionnaire to 121 known R. & D. project directors and on-site visits and interviews with 13 selected sample projects, and (4) data analysis,

with particular attention paid to the effectiveness of the organizational and human relationships established with recipients of financial support by the RDU. Some conclusions were: (1) The greatest impact of R. & D. seems to be at the local level where schools, school districts, colleges and universities have become involved in the research process, (2) Little action has been taken to assist participating institutions prepare for and implement needed change, and (3) New research priorities suggest increased emphasis is being placed on career education, developing occupational programs for new and emerging technologies, and innovative techniques and delivery systems for occupational education. (SB)

ED 076 786

VT 020 141

Keller, Louise J.

Career Education In-Service Training Guide.

General Learning Corp., Morristown, N.J.

Pub Date 72

Note—46p.

Available from—General Learning Corporation, 250 James St., Morristown, New Jersey 07960 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Administrator Guides, *Career Education, *Educational Change, *Educational Development, Educational Philosophy, Guidelines, *Inservice Teacher Education, Models, Program Planning

Identifiers—CCEM, *Comprehensive Career Education Model

The purpose of this guide is to provide background information and suggested procedures to help local administrators in planning and implementing a career education in-service training program. In-service training is perceived in a developmental mode, with the need for long-range planning for change for all education personnel. The document presents the background from which career education has emerged showing the bridge from vocational to career education, a survey of the present state of career education with an overview of and Comprehensive Career Education Model, and suggested developmental stages for implementing career education. The author states that a comprehensive in-service training program based on career education may be the theme to revitalize the total education system. (MF)

ED 076 787

VT 020 143

Goodwin, Leonard

Do the Poor Want to Work? A Social-Psychological Study of Work Orientations.

Brookings Institution, Washington, D.C.

Pub Date 72

Note—178p.

Available from—Brookings Institution, 1775 Massachusetts Ave., N.W., Washington, D.C. 20036 (No price quoted)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Factor Analysis, *Goal Orientation, *Low Income Groups, *Measurement Instruments, Middle Class, *Occupational Aspiration, Poverty Research, Social Psychology, Welfare Recipients, *Work Attitudes

This study is concerned with understanding the differences and similarities in the work orientations of poor people, welfare recipients and participants in federal work-training programs, as compared with the work orientations of middle-class families having steady employment. Data were gathered from more than 4,000 persons through work orientation scales measuring attitudes, goals, beliefs, and intentions related to work. Structured rating items were prepared to measure participant opinions on the "best way of life" down to the "worst way of life." Each item was classified according to psychological content, and factor analyses were made of all goal items. The questionnaires used, results of the surveys, and the analyses are presented in tabular and narrative form. The author's conclusions challenge the advisability of work requirements for welfare mothers and underscore the need to help the poor succeed in the world of work. (MF)

ED 076 788

VT 020 144

Meeting Louisiana's Need for Career and Vocational-Technical Education.

Public Affairs Research Council of Louisiana, Inc., Baton Rouge.

Spons Agency—Louisiana State Higher Education Facilities Commission, Baton Rouge.; Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—251p.

Available from—PAR, Box 3118, Baton Rouge, La. 70821 (\$3.00 plus tax)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Education, *Educational Needs, Educational Opportunities, Educational Programs, Employment Projections, Federal Legislation, Manpower Needs, *Program Evaluation, *Program Improvement, State Surveys, *Vocational Education

Identifiers—*Louisiana

From information obtained through published reports, questionnaires, and on-site visitations with staff in Louisiana plus four southern and two midwestern states, an examination was made of Louisiana's present programs in vocational and technical training areas. This report presents the findings of the examination, notes weaknesses, and offers recommendations for solving the deficiencies. Information contained in the report includes: (1) a definition of vocational-technical education and the need to change public attitudes, (2) a discussion of the impact of federal legislation on vocational-technical education and methods of obtaining occupational training, such as public institutions, manpower programs, and private schools, (3) the results of a survey of Louisiana's career education and vocational-technical education programs, (4) a discussion of industry expansion and manpower demand expected in Louisiana between 1970 and 1980, and (5) recommendations to correct present weaknesses and deficiencies in Louisiana's vocational-technical programs. (SB)

ED 076 789 VT 020 146

California Advisory Council on Vocational Education and Technical Training Third Annual Report. Fiscal Year 1971-72.

California State Advisory Council on Vocational Education and Technical Training, Sacramento. Pub Date Jan 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, *Annual Reports, Career Education, Disadvantaged Youth, Educational Planning, Educational Programs, Handicapped, Manpower Development, Program Effectiveness, *Program Evaluation, *Program Improvement, Statewide Planning, Technical Education, *Vocational Education

Identifiers—*California

In its annual evaluation of the effectiveness of the total program of vocational education in California, the California Advisory Council on Vocational Education and Technical Training identified five specific areas that need attention and improvement, including: (1) the State Plan, (2) the vocational education reporting system, (3) programs for the disadvantaged and handicapped, (4) vocational area planning, and (5) comprehensive manpower information. Some of the Council's recommendations were: (1) A clear definition between the concept of career education and vocational education should be articulated into all state planning relative to education and manpower development, (2) Information gathered and reported by the State Department of Education should be more comprehensive in order to better describe and evaluate the state's vocational education program, and (3) A semi-annual report on the status of each disadvantaged or handicapped research and demonstration project should be published and distributed to district agencies indicating the progress each has made toward program objectives and/or tentative research findings. Also included in this report are highlights of select council activities and accomplishments. (SB)

ED 076 790 VT 020 147

Morton, J. E.

Handbook for Community Manpower Surveys.

Upjohn (W.E.) Inst. for Employment Research, Washington, D.C.

Pub Date Oct 72

Note—120p.; Methods for Manpower Analysis No. 5

Available from—W. E. Upjohn Institute for Employment Research, 300 South Westledge Avenue, Kalamazoo, MI 49007 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.56

Descriptors—*Community Surveys, *Guides, Labor Force, Labor Supply, *Manpower Needs, *Manpower Utilization, Occupational Information, *Occupational Surveys

This handbook has been prepared to eliminate some of the gap of manpower information at the local level by assisting local manpower experts in the collection of manpower data. Arranged in the order in which steps are taken in an actual survey, contents of the handbook progress from survey work preceding the fieldwork phase to work taking place during the fieldwork phase and finally to the post-fieldwork phase. In addition to a general discussion of the steps, the handbook discusses: (1) concepts, terms, and definitions conventionally employed in manpower analysis, (2) the information to be obtained in a survey, (3) selection of the appropriate type of survey, (4) selection of the data collection instrument, (5) elements of the sampling method, and (6) data processing and evaluation of survey accuracy. Numerous examples augment the text, and several sample data collection instruments are appended. (SB)

ED 076 791 VT 020 148

Helton, Louise B.

Training Paraprofessionals for the Deaf. The Planning and Developing of a Training Program to Provide Increased Services to the Deaf in Occupational Development.

Dallas County Community Coll. District, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date 73

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Associate Degrees, Certification, Community Colleges, Course Descriptions, *Curriculum Development, *Deaf Education, *Paraprofessional School Personnel, *Pilot Projects, Program Development, Special Services, State Aid, *Teacher Aides, Technical Education

Identifiers—Texas

To serve a population that had not been served in the past, the deaf of the North Texas area, a task force comprised of Dallas County Community College District personnel and interested community leaders recommended the establishment of a training program for technicians to train deaf students for suitable employment and to provide for their academic education. This report covers the grant phase of the pilot project. Training additional paraprofessionals to work with the deaf was given first priority and a proposed program for this training was developed. The curriculum pattern includes clusters of basic courses in both the 1-year certificate program and the 2-year associate degree program, both of which are outlined in the report. As this project was the first of its kind in the nation, an initial evaluation program was formulated to include plans for program modifications as the project progressed. The teacher aide training program has become a part of the curriculum in the Division of Developmental Studies among the vocational/technical programs of the College. Continuing program developments and possible revisions are intended to be reported in the future. (MF)

ED 076 792 VT 020 149

Move in '72. Missouri Advisory Council on Vocational Education Third Annual Report, December, 1972.

Missouri State Advisory Council on Vocational Education, Jefferson City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, Annual Reports, Area Vocational Schools, Cost Effectiveness, High Schools, Post Secondary Education, Program Effectiveness, *Program Evaluation, *State Programs, *Vocational Education

Identifiers—*Missouri

This report represents an effort to facilitate the advancement of significant innovations in vocational education in Missouri. In order for the schools to educate for living as well as for earning a living, a foundation must be laid to bring about changes; thus, this evaluation attempts to consider the needs of the people to be served and the expenditures, and programs instituted to meet their needs. Resulting recommendations include: (1) Strong leadership should be exerted in the development of the cluster concept in vocational education, (2) An attempt should be made to

reorganize the structure and function of the career and adult education division, (3) The vocational evaluation system should be studied and changes instituted where necessary, (4) Counseling and guidance should be accountable, (5) A Labor-Industry-Education Committee should be formed, (6) Concepts of economics should be included in elementary and secondary curriculums, (7) Local advisory committees should involve themselves in the local planning instrument each year, (8) Equal opportunity information should be included in the Missouri Occupational Training Information System (MOTIS), (9) No additional area vocational schools should be designated until MOTIS becomes functional, and (10) Efforts should be made to develop a new formula for the distribution of vocational funds. (SN)

ED 076 793 VT 020 150

Index to Publications of the Manpower Administration, January 1969 Through June 1972 [and] Supplement to Index to Publications of the Manpower Administration, July Through December 1972.

Manpower Administration (DOL), Washington, D.C.

Pub Date 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Apprenticeships, *Bibliographies, Child Care, Educational Programs, Employment Programs, *Indexes (Locators), Job Training, Labor Market, *Manpower Development, Manpower Utilization, Minority Groups, Occupational Information, Occupational Mobility, *Periodicals, Youth Employment

This cumulative index of approximately 800 publications, reports, and articles issued by the Manpower Administration covers the period January 1969 through June 1972. Items are listed alphabetically under 55 major subject headings, and in addition to title, entries include the periodical source, pagination, availability, and the cost of reprints when free copies are not available. A list of periodicals issued by the Manpower Administration and a supplement covering the period July through December 1972 are included. (SB)

ED 076 794 VT 020 153

Perry, Charles R. And Others

The Negro in the Department Store Industry. The Racial Policies of American Industry.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—R-22

Pub Date Nov 71

Note—156p.

Available from—University of Pennsylvania, Wharton School of Finance and Commerce, Philadelphia, Pa. 19104 (\$5.95)

Document Not Available from EDRS.

Descriptors—Employment Level, *Employment Patterns, Employment Statistics, Industry, Labor Market, *Negro Employment, Office Occupations, *Personnel Policy, *Racial Distribution, *Retailing, Sales Occupations, Service Occupations

This study presents the results of an investigation of the Negro employment policies, practices, and patterns of leading department stores in a limited number of major cities, with particular emphasis on downtown units. The nature of the department store industry, Negro employment before and after 1960, the impact of regional and institutional variables, and determinants of Negro employment are examined. It was found that the Negro has made significant employment progress in the department store industry over the past 30 years. To a considerable extent he has moved from the position of being an inferior commodity to being a preferred commodity. It seems appropriate to assume that equal opportunity will be approximated in the industry. However, the growing demand for the comparatively low-skill labor that is characteristic of the department store industry appears to have little benefit for Negro employment, unless there are dramatic changes in basic residential patterns and transportation systems in urban areas. Most of this demand for labor will be for part-time workers concentrated in suburban areas. (MF)

ED 076 795 VT 020 154

Northrup, Herbert R. Ash, Robert I.
The Negro in the Tobacco Industry. The Racial Policies of American Industry.
 Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.
 Spons Agency—Ford Foundation, New York, N.Y.

Report No.—R-13
 Pub Date Apr 70
 Note—108p.

Available from—University of Pennsylvania, Wharton School of Finance and Commerce, Philadelphia, Pa. 19104 (\$4.50)

Document Not Available from EDRS.

Descriptors—Blue Collar Occupations, Employment Level, *Employment Patterns, Employment Statistics, Labor Market, Labor Unions, Manufacturing Industry, *Negro Employment, *Personnel Policy, Racial Discrimination, *Racial Distribution, *Tobacco

The tobacco industry has employed Negroes since its inception in Colonial Virginia. This study is primarily concerned with the course of Negro employment and industry racial policies in the industry processing, manufacturing, selling, and distributing of cigarettes and manufactured tobacco, as distinct from the cigar industry which involves quite different processes. The tobacco industry has had the longest continuous record of factory employment of Negroes in the United States and is principally concentrated today in the states of Kentucky, North Carolina, and Virginia. The racial policies of this industry may be analyzed over a long period of time for such factors as the Southern location, new products and technologies, and union attitudes. The characteristics of the industry, Negro employment from the Colonial period to 1960, and the attempts to end segregation in the 1960's are examined. Although the racial-occupational segregation pattern in the tobacco industry has been broken, industry sales are not increasing and automation is continuing to affect jobs. Thus new opportunities for Negroes may not result in substantial change because of declining labor demand. (MF)

ED 076 796 VT 020 155

Leone, Richard D.
The Negro in the Trucking Industry. The Racial Policies in American Industry.
 Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.
 Spons Agency—Ford Foundation, New York, N.Y.

Report No.—R-15
 Pub Date Jun 70
 Note—149p.

Available from—University of Pennsylvania, Wharton School of Finance and Commerce, Philadelphia, Pa. 19104 (\$4.50)

Document Not Available from EDRS.

Descriptors—Civil Rights Legislation, Employment Level, *Employment Patterns, Employment Statistics, Equal Opportunities (Jobs), Industry, Labor Market, Labor Unions, Motor Vehicles, *Negro Employment, *Personnel Policy, Racial Discrimination, *Racial Distribution, Service Occupations, *Transportation

Unlike many other industries where factory walls can hide the number of Negroes employed, the trucking industry's racial composition is largely open to public view. This study concerns the racial employment practices of interstate common and contract carriers, the for-hire segment of the motor trucking industry, in the driver and other job categories. As the Teamsters' Union exerts a powerful influence on the trucking industry, the organizational structure of this union and the factors bearing on its Negro employment decisions are also examined. The document describes the motor carrier or trucking industry and the scope of Negro employment in it. The study is also concerned with governmental efforts to promote equal employment opportunities among public carriers, the effects of law in this field, and current industrial response. (MF)

ED 076 797 VT 020 157

Worth, Charles C. And Others
Survey of Post-Placement Experience of TAT Graduates.

Oak Ridge Associated Universities, Tenn.
 Spons Agency—Atomic Energy Commission, Oak Ridge, Tenn.; Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Apr 73

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Employment Programs, *Followup Studies, *Graduate Surveys, *Job Placement, Job Satisfaction, Job Training, Manpower Development, Post Secondary Education, Underemployed, Unemployed, *Vocational Adjustment, Vocational Education, Vocational Training Centers, Work Experience

Identifiers—TAT, *Training and Technology

As a manpower development program, Training and Technology (TAT) combines the resources of industry, education, and government to offer skill and technical training to the unemployed and underemployed. This follow-up study is an attempt to collect and analyze comprehensive information about the post-placement experiences of TAT graduates during the 1966-1972 period so as to develop an empirical base for suggesting program improvements and indications of actions needed to alleviate work adjustment difficulties. Questionnaires administered to 472 graduates were used to obtain the data. Findings include: (1) On the average, graduates have been employed more than 90 percent of the time since graduation, (2) Starting wages were between \$2.84 and \$3.53 compared with a pre-training average wage of \$1.93, (3) Most of the graduates were highly satisfied with their jobs and received ratings of average to superior, and (4) The majority of graduates felt that the training they received was relevant and profitable. (SN)

ED 076 798 VT 020 158

Career-Centered Curriculum Workshop Handbook.

New Albany City Schools, Miss.

Pub Date Aug 71

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, *Career Planning, *Curriculum Design, Educational Objectives, Elementary Grades, *Guides, Learning Activities, Program Descriptions, *Program Development, Secondary Grades

Identifiers—*Program Implementation

Designed to assist in the implementation of career education programs, this handbook was prepared to introduce teachers, counselors, and administrators to a career-centered curriculum project, a career education program of the New Albany (Mississippi) school system. Included in the handbook are: (1) a description of the New Albany program, including the goals and objectives of the project and the general project design and procedures followed for the K-12 career education program, (2) a rationale for a career-centered curriculum, (3) responsibilities of school staff, (4) concepts and objectives of a career-centered curriculum, (5) examples of career-related learning activities developed by teachers and project staff, (6) sample evaluation questionnaires, and (7) sources of information. Several forms and other information are appended. This document is a more extensive treatment of the material found in ED 073 296. (SB)

ED 076 799 VT 020 159

Whinfield, Richard W.

A Study of the Characteristics of Students Who Sought Admission to Connecticut Regional Technical Schools in 1971.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date Mar 73

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, *Area Vocational Schools, Comparative Analysis, *School Surveys, Secondary Grades, State Surveys, *Student Characteristics, *Student Enrollment

Identifiers—*Connecticut

Concerned with those students in Connecticut who had completed eighth grade and sought to be admitted to regional vocational-technical schools, this study had as its objectives to: (1) determine the general characteristics of students being served by Regional Vocational Technical Schools in the State, and (2) determine to what extent the schools were serving the range of students seeking enrollment. A random sample from each of 14 schools of the 15 in the State was used. For analytical purposes, students were divided into two categories: those actually enrolled and those not enrolled. Findings include: (1) A significant difference was found between the enrolled and

non-enrolled applicants on their trade choice, (2) There were no significant differences between the two groups on age, grade last completed, race, or sex, (3) Significant differences in family background were found between the enrolled and non-enrolled applicants, (4) Significant differences were apparent between the two groups in intelligence test scores, achievement test scores, grades repeated, personal characteristics, grades obtained, days absent, times tardy, and recommendations from the sending schools. Much of the difference evidenced between the enrolled and non-enrolled students can be traced to the inadequacy of information from the sending school as well as the failure of students to appear for testing and cannot all be attributed to the selection process. (Author/SN)

ED 076 800 VT 020 160

Thomas, Hollie B., Comp.

Summaries of Studies in Agricultural Education, Central Region. 1971-72.

Illinois Univ., Urbana. Div. of Agricultural Education.

Spons Agency—American Vocational Association, Washington, D.C. Agricultural Education Division.

Pub Date Dec 72

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Agricultural Education, *Agricultural Research Projects, *Annotated Bibliographies, Doctoral Theses, *Educational Research, Masters Theses, Vocational Agriculture

Identifiers—Central Region

This compilation of research in agricultural education presents abstracts of 76 studies completed during 1971-72 in 12 of the states of the Central Region. The abstracts are arranged alphabetically by author and indexed by subject. A list of studies in progress in 1971-73 is also included. Abstracts of research completed in 1971-72 were reported by teacher education institutions and state departments of education in the region. All studies reported are available for loan. (MF)

ED 076 801 VT 020 162

Maryland Advisory Council on Vocational-Technical Education Third Annual Evaluation Report, 1972.

Maryland State Advisory Council on Vocational-Technical Education, Baltimore.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Feb 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, *Annual Reports, Career Education, Community Involvement, Disadvantaged Youth, Educational Objectives, Educational Planning, Handicapped, Program Effectiveness, *Program Evaluation, *Program Improvement, Research Projects, State Programs, Statewide Planning, *Vocational Education

Identifiers—*Maryland

In its annual evaluation of the vocational and technical education program of Maryland, the Maryland Advisory Council on Vocational-Technical Education reviewed the State Plan and statistical record of the Division of Vocational Technical Education (DVE) for fiscal year 1972, and conducted interviews with representatives of DVE. Included in this report are the findings from an evaluation of: (1) the State Plan, including an examination of enrollments, program development, community involvement, special programs, post secondary programs, research activities, and inservice activities, (2) effectiveness with which people's needs are being met, including the availability of data for planning purposes, coordination of training opportunities, job placement activities, and provisions for career education, and (3) the extent to which Council recommendations have received consideration. On the basis of its evaluation, the Council recommended that: (1) community involvement in planning and administering local programs be stressed, (2) the State Department of Education give proper emphasis to vocational education research projects, and (3) the State Department of Education set more definite goals for serving the handicapped and disadvantaged. Appendixes include: "Public Attitudes toward Vocational Technical

Education in Frederick County;" and "A Study of Career Guidance in Maryland." (SB)

ED 076 802 VT 020 164

Roderick, Roger D. Shea, John R.
Typing, Shorthand, and Occupational Assignments of Women: Some Black-White Differentials.
Ohio State Univ., Columbus. Center for Human Resource Research.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-39-72-21-2

Pub Date Sep 72

Note—25p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 213 971, MF \$3.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Business Skills, Caucasians, Comparative Analysis, *Educational Opportunities, *Equal Opportunities (Jobs), Geography, Negroes, Office Occupations, *Racial Differences, *Rural Urban Differences, Southern Schools, Stenography, Typewriting, *Working Women

The purpose of this paper is to examine some of the factors that may help to explain black-white differences in having had typing and/or shorthand courses in high school and in having used such training in occupations ostensibly requiring these skills. Data are from the National Longitudinal Surveys, with the subsets under consideration consisting of full-time female employees who had completed 12 years of school. While urban-nonurban variations in typing/shorthand training were slight, black girls from the urban South were less likely to have had such training than were blacks from the urban non-South. A noticeable intercolor difference was found in assignments to clerical positions, with blacks employed as secretaries and stenographers far less frequently than whites. A positive relationship was found between mental ability and shorthand/typing educational background, with ability scores for blacks on the average below those for whites. Although training in typing and shorthand was directly related to clerical job assignment, even the proportion of whites with training in both areas who were actually working in secretarial and stenographic positions was low. The fact that training in typing and shorthand is not available in some small rural Southern schools may work to the detriment of blacks more than whites. (MF)

ED 076 803 VT 020 165

Eckman, Bruce Simons, Judith

Field Experiments in Manpower Issues: The Reward Preferences of NYC Trainees: II Program Tenure Correlates of Differential Preferences.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-20

Pub Date Oct 72

Note—24p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 214 062, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Feasibility Studies, *Field Studies, Job Training, *Manpower Development, Manpower Utilization, *Motivation Techniques, *Rewards, Special Programs, *Trainees, Vocational Development Identifiers—MFY, Mobilization for Youth Inc., *Neighborhood Youth Corps, NYC

Concerned with the possible redesign of training incentives developed by the Neighborhood Youth Corp (NYC) for use in its former project so as to enhance program desirability for trainees who have difficulty sustaining training programs, 149 disadvantaged NYC applicants were asked to rank their preferences among ten luxury and basic items as potential incentives to be used. A 3-month followup was conducted to determine whether the program should be continued or terminated. Findings revealed no significant differences in reward preferences between dropouts and persons who chose to continue to participate in the program; however, basic rewards were found to be ranked higher than money. Due to sample size, results obtained in the study are considered tentative; therefore, additional data is

being collected to permit the release of more definitive conclusions. (Author/SN)

ED 076 804 VT 020 166

Selected Papers from North American Conference on Labor Statistics (Houston, Texas, June 8-12, 1970).

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 72

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Labor Economics, *Laborers, Labor Force Nonparticipants, Labor Market, Manpower Needs, Manpower Utilization, Publications, *Sex Discrimination, Speeches, Statistical Data, *Working Women, *Youth Employment

Composing this document are 15 research-based speeches presented at the North American Conference on Labor Statistics by students and leading authorities in the field. Among the prevailing themes were: (1) labor statistics and their relationship to life styles, (2) women laborers, sex discrimination, and provisions for working mothers, (3) recent research conducted on social indicators and their relationship to the labor market, (4) blacks in the building trades, (5) inflation: its effects and implications to labor, (6) wages and productivity in the United States and Canada, and (7) the status of the labor market as it relates to the teenager as a potential member of the labor force. (SN)

ED 076 805 VT 020 167

Parker, Helen C.

Selected Variables as Factors in the Prediction of Promotion of Nurse Corps Officers in the U. S. Navy.

Pub Date 73

Note—77p.; Ph.D. Dissertation, Maryland Univ., College Park

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Age, *Armed Forces, Bachelors Degrees, Curriculum, Doctoral Theses, Educational Programs, Educational Research, Grades (Scholastic), Hospitals, Hospital Schools, Military Service, *Nurses, *Predictor Variables, *Promotion (Occupational), Work Experience Identifiers—*Navy Nurse Corps

To determine whether predictors of promotion for graduates of baccalaureate degree nursing programs are different from the predictors of promotion for graduates of hospital diploma programs in the Navy Nurse Corps, data were gathered from the cumulative records of 474 (252 graduates of baccalaureate programs and 222 graduates of hospital programs) Nurse Corps Officers who were Lieutenants during the calendar years 1960 through 1966 and were still on active duty as of September 1, 1972. The predictor variables were nursing school curriculum, age, nursing school grades, and civilian nursing experience, and the criterion variables were the number of officers promoted in a 60 month period and the rate of promotion to Lieutenant Commander. The analysis indicated that age and civilian nursing experience had an important relationship with promotion in rank and the rate of promotion for the graduate of baccalaureate programs, while the only predictor of value for promotion in rank for graduates of hospital programs was nursing school grades. There was no predictor of value of the rate of promotion for this group. The findings suggest that there are differences in the prediction of success between the two groups of nurses, and graduates of baccalaureate programs are promoted earlier and more rapidly than graduates of hospital programs. (Author/SB)

ED 076 806 VT 020 168

Gilbert, Paul Steven

Relationship of Federal Grants-in-Aid Programs to National Goals for Career Education and Criteria for Grants-in-Aid.

Pub Date 72

Note—165p.; Ph.D. Dissertation, California Univ., Los Angeles

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 72-25,773, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Career Education, Doctoral Theses, *Educational Finance, Educational Objectives, Educational Research, *Federal Aid, Federal Government, *Grants, *State Federal Support, *Vocational Education

This study evaluated several allotment formulas for Federal vocational education grants. The formulas were rated in terms of the relationships which their State allotments have to State percentages of national measures of criteria for distributing Federal funds. Goals for vocational education grants were identified through examining recent literature, and for these goals, eight related criteria with measures which were available for all 50 states were found. Nine allotment formulas were then constructed using bases related to the potential or actual load of vocational students, fiscal needs of States, or fiscal efforts of States. Of these, six were judged acceptable, and to clarify the effects on allotments of changing from one criteria to another, the formulas and criteria were classified under four allotment concepts: (1) program load, (2) program accomplishments, (3) fiscal need, and (4) fiscal effort. Of the formulas studied, the adjusted population formula correlated highest with measures of criteria classified under potential program load and fiscal need, while the effort formula correlated highest with measures of criteria classified under program accomplishments and fiscal effort. Formulas which best matched all criterion measures were based on population weighted population, and school enrollment. (Author/SB)

ED 076 807 VT 020 169

Fletcher, Linda Pickthorne

The Negro in the Insurance Industry. The Racial Policies of American Industry.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons. Agency—Ford Foundation, New York, N.Y.

Report No.—R-11

Pub Date 70

Note—180p.

Available from—University of Pennsylvania, Wharton School of Finance and Commerce, Philadelphia, PA 19104 (\$5.95)

Document Not Available from EDRS.

Descriptors—Blue Collar Occupations, Employment Level, *Employment Patterns, Employment Statistics, Insurance Companies, *Insurance Occupations, Labor Market, *Negro Employment, *Personnel Policy, *Racial Distribution, Service Occupations, White Collar Occupations

The structure of the insurance industry, its employment figures, and factors influencing such employment are analyzed in this study. Regional assessment of the insurance companies' progress toward equal employment was inconclusive due to many variables, although it was indicated that companies in the Eastern region of the country are by far the most progressive. An unexpected pattern observed in Negro employment was that some Pacific Coast and Midwest insurers demonstrated less willingness to pursue nondiscriminatory employment practices than some Southern companies of a comparable size. However, a more definite conclusion may be drawn concerning the effectiveness of the industry, in improving Negro employment in the higher-level white collar positions. In this area the insurers' record is not at all favorable and any advances will probably not occur for some time. The restraining factor is the companies' policy of promoting from within, largely on the basis of seniority. However, improvements have been made by insurers as a whole in the employment of Negroes which should be viewed as at least a positive step forward. (MF)

ED 076 808 VT 020 170

Fogel, Walter A.

The Negro in the Meat Industry. The Racial Policies of American Industry.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons. Agency—Ford Foundation, New York, N.Y.

Report No.—R-12

Pub Date Jan 70

Note—148p.

Available from—University of Pennsylvania, Wharton School of Finance and Commerce, Philadelphia, Pa. 19104 (\$4.50)

Document Not Available from EDRS.

Descriptors—Employment Level, *Employment Patterns, Employment Statistics, Food Processing Occupations, Labor Market, Labor Unions, *Meat Packing Industry, *Negro Employment, *Personnel Policy, *Racial Distribution, Semiskilled Occupations, Unskilled Occupations

The meat industry was one of the first large-scale manufacturing industries to provide jobs for Negroes. Industry growth and change in the last part of the nineteenth century created many unskilled and semiskilled jobs available to Negroes, although job advancement was not obtained until after World War II and then only in skilled manual positions. The document reviews the basic industry background, early labor turbulence, changing racial employment patterns, and the future of the Negro in the meat industry. Industry wages now are good, working conditions are much improved, and most equal employment goals have been met in the manual sector. Credit for the present nondiscriminatory practices in this sector goes to the major labor unions. In the non-manual sector, however, equal employment goals have not been achieved; few of the industry's white collar workers are represented by a union. It is somewhat ironic that jobs in the meat packing division, which contains the industry's largest firms and has the most advanced minority employment practices, are disappearing as a result of technological changes. The number of jobs in poultry and other small meat establishments in the South will increase but such jobs are less desirable than those which are being lost in the Northern meat packing plants. (MF)

ED 076 809 VT 020 171

Fletcher, F. Marion. Keeney, Marie R.
The Negro in the Drugstore Industry. The Racial Policies of American Industry.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.
Spons Agency—Ford Foundation, New York, N.Y.

Report No.—R-24

Pub Date Jul 71

Note—133p.

Available from—University of Pennsylvania, Wharton School of Finance and Commerce, Philadelphia, Pa. 19104 (\$5.95)

Document Not Available from EDRS.

Descriptors—Blue Collar Occupations, Employment Level, *Employment Patterns, Employment Statistics, Industry, Labor Market, *Negro Employment, *Personnel Policy, *Pharmacists, *Racial Distribution, Retailing, Sales Occupations, Service Occupations, White Collar Occupations

This study examines the historical and current levels of Negro employment in drugstores, the reasons for the employment patterns, the prospects for greater Negro employment in high status jobs, and the effects of industry employment policies on the retail drug industry employment of Negroes. The report explores the nature of the retail drug industry, factors affecting Negro employment, and the future of Negroes in the industry. Conclusions were that Negro employment proportions and occupational distribution should continue to improve, with the biggest gains among professional workers as the number of Negro pharmacy college graduates increases. All levels of black workers in urban drugstores should increase, if efforts are made to employ Negro salespeople. The least change will occur among suburban, small town, and rural independent drugstore operations where potential black employees are generally not available. (MF)

ED 076 810 VT 020 172

Bloom, Gordon F. Fletcher, F. Marion
The Negro in the Supermarket Industry. The Racial Policies of American Industry.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.
Spons Agency—Ford Foundation, New York, N.Y.

Report No.—R-25

Pub Date Mar 72

Note—228p.

Available from—University of Pennsylvania, Wharton School of Finance and Commerce, Philadelphia, Pa. 19104 (\$5.95)

Document Not Available from EDRS.

Descriptors—Blue Collar Occupations, Civil Rights, *Employment Patterns, Employment Statistics, *Food Stores, Industry, Labor Mar-

ket, Labor Unions, Negro Businesses, *Negro Employment, *Personnel Policy, *Racial Distribution, Retailing, Sales Occupations, White Collar Occupations

The supermarket industry is important in the study of racial employment policies of American industry for several reasons: the ubiquitous nature of the industry, its size, the relatively low skill employment requirements, the high percentage of part-time jobs available, and the comparatively attractive employment patterns. The latter include continued growth and relative stability of industry employment, as well as the fact that most supermarket jobs are semi-white collar and reasonably well-paid. This study analyzes the nature of the industry and its various and varying Negro employment procedures and practices, efforts to increase Negro employment, and the difficulties of black entrepreneurs in ghetto supermarket operations. The document concludes that Negro employment in the supermarket industry will continue to expand but that upward movement into managerial positions will be slow, largely because Negro college graduates are not attracted to the business. Coming radical changes in supermarket operations will alter the work and require changes in personnel at every level. Long-range manpower planning and training programs are needed to prevent Negroes' becoming victims of change in this industry as they have in other industries. (MF)

ED 076 811 VT 020 173

Ozanne, Robert. Klemp, Elsa

The Negro in the Farm Equipment and Construction Machinery Industries. The Racial Policies of American Industry.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.
Spons Agency—Ford Foundation, New York, N.Y.

Report No.—R-26

Pub Date Mar 72

Note—117p.

Available from—University of Pennsylvania, Wharton School of Finance and Commerce, Philadelphia, Pa. 19104 (\$5.95)

Document Not Available from EDRS.

Descriptors—Agricultural Machinery Occupations, Blue Collar Occupations, Civil Rights Legislation, Construction Industry, Employment Level, *Employment Patterns, Employment Statistics, Labor Market, Labor Unions, *Machinery Industry, *Negro Employment, *Personnel Policy, *Racial Distribution

This study covers two related industries in which Negro employment has historical roots, the farm machinery and construction machinery industries. As in several other studies in this series, emphasis is on the major companies in the industries. This emphasis may reflect a more favorable picture of black employment progress than the average, due to the large firms' higher visibility, more frequent inspection, and greater resources. The nature and structure of the machinery industry, the impact of company, union, and government policies on Negro employment, and the determinants of industry policy are examined. The report concludes that the job structure of the machinery industries studied is favorable for black employment but that an expanding general labor demand is the fundamental factor in bringing blacks into the work force in greater numbers and at higher levels. (MF)

ED 076 812 VT 020 174

Roderick, Roger D. Davis, Joseph M.

Years for Decision: A Longitudinal Study of the Educational and Labor Market Experience of Young Women. Volume Two.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Mar 73

Note—144p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Aspiration, Career Change, Economic Factors, *Educational Change, Educational Status Comparison, *Females, Labor Force, *Longitudinal Studies, *Occupational Mobility, Socioeconomic Status, *Youth Employment

Conducted as part of a 5-year longitudinal study of 5,159 young women in the national civilian noninstitutional population who were 14

to 24 years of age at the time of the initial (February 1968) interview, this progress report contains the results of the second interview and describes the magnitude and patterns of changes in personal, educational, and labor market experience that have occurred since the initial interview. Of those originally interviewed in 1968, 96 out of 100 were reinterviewed in 1969, and analysis of this data revealed that: (1) Black girls were more likely than white girls to drop out of school before completing the twelfth grade, (2) Approximately three in ten young women had revised their educational goals with one in eight raising their goals and one in six lowering their goals, (3) Approximately one-third of the young women employed at the time of both surveys made at least one interfirm move during the period, (4) job changes were associated with larger increases in hourly wages and with increased job satisfaction, and (5) White young women have substantially more labor market knowledge than black young women. Results of the initial survey are reported in ED 049 376. (SB)

ED 076 813

VT 020 175

Ryan, Charles W.

Career Education: A Handbook of Funding Resources.

Pub Date 73

Note—65p.

Available from—Houghton Mifflin Company, 2 Park St., Boston, Mass. 02107 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Career Education, *Educational Finance, Educational Planning, Federal Aid, *Financial Support, Guidelines, Manuals, Program Proposals, *Project Applications, Research Proposals, *School Funds, State Aid, Systems Approach

Identifiers—*Education Amendments of 1972

Career education is a comprehensive effort to prepare all students for a successful participation in our society by increasing their options for career choice and by enhancing learning in all subjects and at all levels of education. To fund these endeavors will require additional financial support for all schools. Local, State, and Federal funds to support career education are available but are inadequately utilized by most educators. The purpose of this handbook is to offer suggestions and guidelines to educators and other groups that seek outside funding of their career education programs. Included are a profile of career education, sources of educational funds, and detailed techniques for preparing project applications for funds. While primarily directed toward the acquiring of monetary support, the handbook states that educators must not rely on money alone to solve their problems. Humanization of the school environment is also needed, with improved staff-student relationships through relevant career education programs. Proposal and project procedures and forms, funding sources, and a brief summary of the Education Amendments of 1972 (Public Law 92-318) are appended. (MF)

ED 076 814

VT 020 177

Edwards, Clark. De Pass, Rudolph

Rural-Urban Population, Income, and Employment: A Simulation of Alternative Futures.

Economic Research Service (DOA), Washington, D.C.

Report No.—AER-218

Pub Date Dec 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Opportunities, *Employment Trends, *Income, Labor Force, Manpower Utilization, Migration, Models, *Population Distribution, Population Trends, Rural Development, Rural Population, *Rural Urban Differences, *Simulation, Underemployed, Urban Immigration, Urban Population

Several simulations of population, income, and employment in rural and urban America during 1970-2000 were made based on alternative assumptions. The assumptions entailed implementation of certain policies that might effect a more equal rural-urban balance by the year 2000, in addition to a continuation of current trends. If basic trends continue, rural outmigration would probably stop or reverse itself shortly after the year 2000, primarily because the gap between the incomes of rural and urban workers would have

gradually closed. But the employment-population ratio in rural areas would still be below that in urban areas; hence, overall rural economic growth would still be lower. Policies to increase job opportunities and labor productivity in rural areas were judged to show more promise as development strategies than were policies to reduce the natural rate of population increase or limit outmigration. For per capita incomes and employment-population ratios in rural and urban America to be equal in the year 2000, about 8.8 million more new jobs than are expected from current trends would be needed in rural areas. Of these, 3.7 million would be transfers of jobs that would have been located in urban areas under present trends; the remaining 5.1 million jobs would have to be created to more fully utilize the underemployed rural labor force. (Author)

ED 076 815 VT 020 179
Work Experience Education Career Exploratory Program Management System: Career Development Programs.

San Mateo Union High School District, Calif.

Pub Date 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Educational Accountability, Educational Objectives, Educational Philosophy, Instructor Coordinators, *Management Systems, Program Descriptions, Records (Forms), *Student Evaluation, Teacher Responsibility, *Vocational Development, *Work Experience Programs

Identifiers—*Career Exploration

The Career Exploratory Program management system is designed to assist the local school teacher/coordinator in the organization and management of the program. The system defines and describes the accountability line from teacher-coordinator, through the Career Planning and Placement Center teacher/coordinator and the local school principal to the Director of Career Development Programs. Included in this manual are: (1) a statement of the school district's educational philosophy, (2) a description of the Career Exploratory Program, and (3) a listing of the work experience education goals, the district goals and expectancies, the student terminal performance objectives, and the teacher/coordinator facilitating objectives. The teacher/coordinator objectives are designed to provide a framework and procedure that will assist students in accomplishing the performance objectives through a variety of exploratory experiences provided by career stations. The teacher/coordinator and student objectives are arranged into two 9-week frames to facilitate the collection of evaluation data at the same time as the quarterly student grades are issued. A number of program and evaluation forms are appended. (SB)

ED 076 816 VT 020 180
General and Vocational Work Experience Education Programs Management System: Career Development Programs.

San Mateo Union High School District, Calif.

Pub Date 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Educational Accountability, Educational Objectives, *Instructor Coordinators, *Management Systems, Manuals, Program Descriptions, *Student Evaluation, Teacher Responsibility, *Vocational Development, *Work Experience Programs

The General and Vocational Work Experience Education Programs management system is designed to assist the local school teacher/coordinator in the organization and management of the programs. The system defines and describes the accountability line from the Work Experience Education teacher/coordinator, through the Career Planning and Placement Center teacher/coordinator and the local school principal to the director of the Career Development Programs. Included in this manual are: (1) a statement of the school district's educational philosophy, (2) a description of the Vocational Work Experience Program and the General Work Experience Program, and (3) a listing of program goals and expectancies, student terminal performance objectives, and teacher/coordinator facilitating objectives. The teacher/coordinator objectives are designed to provide a performance

framework which defines the teacher/coordinator's tasks in managing the programs and in assisting students to reach the terminal objectives. Objectives have been included to cover administrative, legal, career station, counseling, and related learning activities. The teacher/coordinator and student objectives are arranged into four 9-week time frames to facilitate the collection of evaluation data at the same time as the quarterly student grades are issued. (SB)

ED 076 817 VT 020 181
Career Planning and Placement Center Program Management System: Career Development Programs.

San Mateo Union High School District, Calif.

Pub Date 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Career Choice, Career Education, *Career Planning, Decision Making Skills, Educational Equipment, Educational Facilities, Instructor Coordinators, *Job Placement, *Management Systems, Manuals, Occupational Information, Personnel Selection, *Program Descriptions, Program Development, *Program Evaluation

The Career Planning and Placement Program seeks to make the concept of career education an integral part of the regular school curriculum by providing physical facilities where various size groups can be accommodated and bringing career information to the staff, parents, and students of the school district. The program is designed to assist students in developing self-awareness and acquiring an understanding of, and ability to use, decision-making skills. Included in this manual are: (1) a functional description of the program, including the personnel's direct and supportive responsibilities, and (2) a description of the management system for the program, including the recommended staff for the Career Planning and Placement Center, performance objectives of the teacher/coordinator and two career placement assistants, evaluation of the program, and recommended equipment and supplies. Job descriptions for the two career placement assistants are appended. (SB)

ED 076 818 VT 020 182
Job Patterns for Minorities and Women in Private Industry: Equal Employment Opportunity Report, 1969. Volume 1: The Nation, States, Industries. Volume 2: Metropolitan Areas.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date 71

Note—1,645p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y3.Eq2:12/969/v.1,2, \$11.00 set)

EDRS Price MF-\$0.65 HC-\$5.93

Descriptor—Blue Collar Occupations, Employment Patterns, *Employment Statistics, *Equal Opportunities (Jobs), Industrial Personnel, Metropolitan Areas, *Minority Groups, National Surveys, *Occupational Surveys, Racial Discrimination, Sex Discrimination, State Surveys, White Collar Occupations, *Working Women

The Equal Employment Opportunity Report for 1969 documents the results of job discrimination, based on more than 150,000 reports submitted by 44,000 employers covering more than 28 million workers. These reports provide statistics of employment by sex, race, and national origin in nine standard occupational categories: officials and managers, professionals, technicians, sales workers, office and clerical, craftsmen, operatives, laborers, and service workers. Volume 1 includes tabulated data covering nationwide totals, statewide totals, and industries by state for each of the 60 industries or industrial groups. Volume 2 contains totals for Standard Metropolitan Statistical Areas and for selected industries in those areas. Lists of industries and areas and the employer report form are also provided. (MF)

ED 076 819 VT 020 183
**Kirsch, Arthur W. And Others
 Manpower Services in the Workplace. An Employer Technical Services Program for a State Employment Service.**

Shelly (E.F.) and Co., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-82-36-71-49

Pub Date Feb 73

Note—322p.

Available from—National Technical Information Service, Springfield, VA 22151 (DLMA 82-36-71-49, MF \$0.95, HC \$3.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Employees, *Employment Practices, Employment Services, *Improvement Programs, Industrial Training, Job Analysis, Job Satisfaction, Manpower Development, *Manpower Utilization, Manuals, Motivation Techniques, *Personnel Management, Personnel Policy, *Work Environment

This report outlines a program through which a State Employment Service, using existing resources, can provide employers and their workers with a broad range of technical services in order to improve productivity and make work more tolerable. The report is based on observations and analysis by a team of participant-observers of a Skill Improvement Systems program operated by the Ohio Bureau of Employment Services. The program, originally limited to upgrading, evolved into a broadly based program directed toward improving personnel procedures, training approaches, and other manpower management practices of private companies and government agencies. Sections of this report contain: (1) observations, policy implications, and suggestions for Department of Labor policy makers and program planners in ameliorating the problems of the employed worker, (2) a description of the Ohio project, including a preliminary assessment of outcomes, and (3) a manual of the steps required to plan, implement, and operate a broad employer technical services program. (Author/SB)

ED 076 820 VT 020 199
A Look at Business in 1990.

White House Conference on the Industrial World Ahead, Washington, D.C.

Pub Date Nov 72

Note—368p.; Summary of the White House Conference on the Industrial World Ahead (Washington, D.C., February 7-9, 1972)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y3.W58/17-2B96/990, \$5.25)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Business, *Business Responsibility, Conference Reports, Decision Making, Economic Factors, Educational Responsibility, Environmental Influences, *Futures (of Society), Government Role, *Industry, Labor Economics, Manpower Utilization, Public Policy, *Social Change, Technological Advancement

This document presents the program, papers, and discussions of the first conference exclusively concerned with the American business system and the first one on the future. Approximately 1,500 key business, labor, university, and government leaders met to consider the issues, challenges, and opportunities confronting the American private enterprise system in the coming two decades and the adaptations to change that will be needed. The conference themes were the social responsibility of business, technology and resources for business, the human side of enterprise, the structure of the private enterprise system, and business and the world economy of 1990. One of the addresses included this provocative statement: "Several clues indicate that the industrialized world may be experiencing the beginning phase of a sociocultural revolution as profound and pervasive in its effects on all segments of society as the Industrial Revolution, the Reformation, or the Fall of Rome." The conference summary stated that business, labor, and educators are able to influence the direction of things to come and to help build an improved system with government and the private economy as partners. Its principal conclusion was that the public, especially the youth, should be educated to a better understanding of the superiority of our competitive economic system. (MF)

ED 076 821 VT 020 200
**Nash, Edmund
 Labor in the U.S.S.R.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—BLS-R-414

Pub Date Oct 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Practices, *Foreign Countries, Government (Administrative Body), Labor Economics, *Labor Force, *Labor Unions, Working Women
Identifiers—*Soviet Union

This collection includes 11 articles on labor conditions in the Soviet Union prepared in the Division of Foreign Labor Conditions since 1969. The articles, most of which appeared in the division's monthly publication, "Labor Developments Abroad" and in the "Monthly Labor Review," include: (1) "The Fifteenth Congress of the Soviet Trade Unions," (2) "Economic and Labor Data for 1971," (3) "Trade Union Functions Extended," (4) "The Party Issues a Decision on Social Competition," (5) "Public Employment Office Experiment," (6) "Soviet Labor Policies of the 24th Party Congress," (7) "Purchasing Power of Workers in the Soviet Union," (8) "Migration of Labor in the Soviet Union," (9) "The Status of Women in the U.S.S.R.," (10) "New Disciplinary Measures," and (11) "The International Labor Organization, Yesterday and Today." (SB)

ED 076 822 VT 020 201

Hyman, Julia E.

Labor Law and Practice in Denmark.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-R-390

Pub Date 72

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Factors, Economic Factors, *Employment Practices, *Foreign Countries, *Human Resources, Industrial Relations, *Labor Force, Labor Laws, *Labor Legislation, Labor Unions, Politics, Social Factors, Wages, Working Hours

Identifiers—*Denmark

This publication was prepared to provide background material for U.S. businessmen and others who may be employing local workers in Denmark, trade union and labor specialists, consulting economists, and students. Included is a discussion of: (1) manpower resources and geographic, political, economic cultural, and social factors, (2) the Danish government and legislation affecting labor, (3) labor and management organizations and industrial relations, and (4) employment conditions, including employment practices, working hours, benefits, wages, workmen's compensations, social insurance, and employee cooperatives (SB)

ED 076 823 VT 020 204

BLS (Bureau of Labor Statistics) Publications, 1886-1971: Numerical Listings, Annotations, and Subject Index.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-1749

Pub Date 72

Note—188p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 2901-0931, \$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annotated Bibliographies, *Bibliographies, *Bulletins, Catalogs, Indexes (Locators), *Labor Economics, *Periodicals, *Reports

Identifiers—Bureau of Labor Statistics, *Federal Agencies

This compilation provides a complete catalog of the major publications of the Bureau of Labor Statistics, including: (1) a numerical listing of 1,724 bulletins issued since their publication began in 1886, (2) a numerical listing of 400 reports from their first issuance in 1953, (3) a list of eight current periodicals, and (4) several additional publications of general interest. Entries include title, date of publication, prices for those still in print, and an annotation for those bulletins which analyze major economic or labor developments, explain phases of the Bureau's statistical program or survey techniques, or present the latest data for a historical series. A subject index is provided. (SB)

ED 076 824 VT 020 206

Tarte, Maria de Lourdes Rubio de

Vitamin A and Iron Rich Foods Used by Panamanian Homemakers with Implications for Nutrition Education.

Pub Date May 73

Note—95p.; M.S. Thesis, Oklahoma State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, Educational Objectives, Educational Research, Foreign Countries, *Home Economics Education, *Latin American Culture, Masters Theses, *Nutrition Instruction

Identifiers—*Panama

To determine the quantity and quality of vitamin A and iron rich foods purchased and prepared by Panamanian homemakers, interviews were held with 31 women who were present in a health clinic adjacent to a food market in Panama City. The interview schedule sought information concerning not only the type and amount of food purchased and the method used to prepare it but also the residential background of the homemakers, the levels of education of both husband and wife, composition of the families, and the ages of the participants. Results indicated that the homemakers who purchased vitamin A and iron rich foods were those who: (1) had a rural background, (2) had a higher level of education, (3) belonged to families where the husband was present and had children under six years of age, and (4) were over 30 years of age. When the data were analyzed, there was slight evidence of vitamin A and iron loss through preparation techniques. On the basis of the results, overall objectives and suggested learning experiences were developed to be included in the School of Home Economics at the University of Panama. (Author/SB)

ED 076 825 VT 020 207

Epstein, Jerome

Program Guide: A Guide for Development and Operation of a Secondary School Allied Health Career Program.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Industrial Education, Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.—BR-8-0627

Pub Date Sep 72

Note—162p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Choice, *Career Education, *Cooperative Education, Demonstration Projects, Health Facilities, *Health Occupations Education, Individualized Instruction, Pilot Projects, *Program Guides, Secondary Grades, Vocational Counseling, *Work Experience Programs, Work Study Programs

The project described in this document was designed as an experiment in career education in the health field. The 3-year program offered students in three Los Angeles high schools and one Long Beach high school an introduction to health careers in the first year, work experience in the second, and cooperative or work-study education in the third. The program considers the needs of each student, with individualized teaching, self-instructional materials, and other aids. Each student starts at his own level of achievement and moves along at his own rate of speed. Progress is measured against individual performance rather than the class performance. Thus high achievers may move ahead without being hampered while low achievers are not threatened by further failure. In this guide, a brief history of the pilot and demonstration project is followed by the step-by-step procedures required to establish new programs. Included are documents, information sheets, and forms used in the project. The program design included evaluation of each of the three 1-year phases. This guide was written to provide assistance to other school districts in establishing similar health career programs. (MF)

ED 076 826 VT 020 208

Deasy, John

A Selected List of Educational Material Available from Commerce and Industry.

New York State Education Dept., Albany. Office of Occupational Education; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Pub Date [72]

Note—99p.

Available from—Instructional Materials Service, Stone Hall, Cornell University, Ithaca, N.Y. 14850 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Education, Audiovisual Aids, Autoinstructional Aids, *Data Sheets, *Instructional Aids, *Instructional Materials, Manuals, Publications, *Resource Guides, *Resource Materials, Technical Education

This publication is designed to assist teachers of agricultural and technical education in identifying and locating some of the instructional aids available from commerce and industry. Although most of the items listed are intended to support and add variety to the customary teaching resources, some could serve as major student references. The publication contains descriptive listings of products available from approximately 70 organizations responding to a request for educational materials information. The materials include books, kits, manuals, self-study courses, specification sheets, technical bulletins, charts, films, cassettes, transparencies, engines, tools, and various specialty items. The contents are indexed by company name and by subject area. The publication includes information for obtaining the materials listed and for finding out more about educational materials available from commercial companies. (MF)

ED 076 827 VT 020 210

Feldman, Marvin J.

Making Education Relevant.

Ford Foundation, New York, N.Y.

Report No.—SR-21

Pub Date 2 Apr 66

Note—16p.; Adapted from a paper prepared for the Governor's Conference on Education (New Brunswick, N.J., April 2, 1966)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Educational Coordination, *Educational Responsibility, General Education, Integrated Curriculum, *Public Education, *Relevance (Education), Vocational Education

Public education has become interested recently in the vocational system for the wrong reasons and is approaching it from the wrong perspective. Vocational education is not a separate discipline. Rather, it is an approach to the disciplines and the learning processes which, properly used, could reconstruct the American educational system for greater relevance of general education. Much of today's social unrest is the result of a steady decrease in the availability of jobs for the unskilled and a simultaneous increase in the number of young people who are totally unprepared for skilled employment. The blame belongs to the schools and colleges, for their failure to prepare students for today's world of work. Today's students are career-oriented. A liberal education is not enough. A redefinition of vocational education is needed to encompass the career theme. An educational program can, at one and the same time and at all levels, prepare students not only for better lives but also for better occupations. The current initial general education, then specialization, is inappropriate. The intertwining of liberal and vocational elements in an educational program should be integrated throughout the entire educational experience. Some Ford Foundation-assisted pilot programs to help achieve this end are described in this paper. (MF)

ED 076 828 VT 020 213

Fire Problems in High-Rise Buildings. California

Fire Service Training Program.

California State Dept. of Education, Sacramento.

Bureau of Industrial Education.

Pub Date 71

Note—72p.

Available from—California State Dept. of Education, Business Service Section, Textbook and Publication Sales, 721 Capitol Mall, Sacramento, CA. 95814 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Building Design, *Buildings, *Fire Fighters, *Fire Protection, *Fire Science Education, Industrial Education, *Manuals, Reference Materials, Safety Education, Trainers

Resulting from a conference concerned with high-rise fire problems, this manual has been prepared as a fire department training manual and as a reference for students enrolled in fire service training courses. Information is provided for topics dealing with: (1) Typical Fire Problems in High-Rise Buildings, (2) Heat, (3) Smoke and Fire Gases, (4) Life Hazards, (5) Exposure Problems, (6) Water Supplies, (7) Access

Problems, (8) Logistics Problems, (9) Coordination Problems, (10) Communications Problems, (11) Salvage and Overhaul, (12) Loss of Electrical Power, (13) Smokeproof Stairways, and (14) Special Problems. A tactical checklist and glossary are appended. (SB)

ED 076 829 VT 020 214

Expressway and Freeway Emergencies. California Fire Service Training Program.

California State Dept. of Education, Sacramento. Bureau of Industrial Education.

Pub Date 70

Note—38p.

Available from—California State Department of Education, Business Service Section, Textbook and Publication Sales, 721 Capitol Mall, Sacramento, CA 95814 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accident Prevention, *Accidents, *Emergency Squad Personnel, Fire Science Education, Industrial Education, *Manuals, Safety Education, *Traffic Safety, *Trainees

This manual has been prepared to assist in training fire department personnel for assisting emergency service on expressways and freeways. Information provided in the manual is designed to answer questions dealing with these topics: (1) Expressway and Freeway Incidents and Operations, (2) Special Expressway and Freeway Problems, (3) Sizing Up Expressway and Freeway Incidents, (4) Use of Standard Fire Apparatus and Equipment, (5) Special Equipment Available from other Agencies, (6) Emergency Response Considerations, (7) Personnel Safety, (8) Liaison with Law-Enforcement Agencies, (9) Handling and Disposal of Hazardous Materials, and (10) Special Materials for Controlling Spills and Fires. A bibliography is included, and regulations pertaining to the placarding of vehicles transporting hazardous materials is appended. (SB)

ED 076 830 VT 020 215

Loheyde, Kathy

Annotated Bibliography of Career-Relevant Literature at the Junior and Senior High School Level.

New York State Education Dept., Albany. Office of Occupational Education.; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Report No—Misc-Pub-73-1

Pub Date Dec 72

Note—36p.

Available from—Instructional Materials Service, Stone Hall, Cornell University, Ithaca, NY 14850 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Career Education, *English Programs, Junior High School Students, *Occupational Information, Occupations, Secondary Grades, *Secondary School Teachers

Covering a wide range of occupational areas, this annotated bibliography was developed to assist English teachers in locating appropriate references for their students in the area of career education. Sectional divisions under which entries appear include: (1) junior high school non-fiction, (2) junior high school fiction, (3) senior high school non-fiction, and (4) topical index by profession. (SN)

ED 076 831 VT 020 216

Deay, Ardeth M. And Others

Infusion Models: Career Education in the Elementary School.

New York State Education Dept., Albany. Office of Occupational Education.; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Report No—Misc-Pub-73-2

Pub Date Feb 73

Note—59p.

Available from—Instructional Materials Service, Stone Hall, Cornell University, Ithaca, NY 14850 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Career Education, Concept Teaching, Elementary Grades, *Integrated Curriculum, Models, *Science Units, *Social Studies Units

Identifiers—CCEM, Comprehensive Career Education Model, *New York State Education Department

The purpose of this publication is to aid elementary teachers in defining and illustrating

career education concepts within the framework of the science and social studies curriculums they are teaching. Behavioral objectives were written to connect the subject areas with career education themes. The Center for Vocational and Technical Education at The Ohio State University developed 8 career education elements, composed of 32 themes, which were used to write the six science and six social studies units presented in this document. The career elements are related (in a 3-column format of themes, objectives, and unit content) to the subject content responsibilities of elementary teachers as outlined by the New York State Education Department syllabuses for social studies and science. The models are tentative and are not intended as teaching units but rather to assist in providing direction to teacher task forces in curriculum development. (MF)

ED 076 832 VT 020 217

Hedlund, Dalva E. Brown, David H.

Placement Services in New York State Two-Year Colleges.

New York State Education Dept., Albany. Office of Occupational Education.; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Report No—Pub-73-1

Pub Date Dec 72

Note—42p.

Available from—Instructional Materials Service, Stone Hall, Cornell University, Ithaca, N.Y. 14850 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Counseling Services, Employment Services, Guidance Services, Job Placement, *Junior Colleges, On the Job Training, Post Secondary Education, Program Evaluation, *School Surveys, *Student Personnel Services, *Student Placement

Identifiers—*New York State

To describe existing placement services of public 2-year colleges in New York, questionnaires were mailed to the chief placement officer of 40 colleges, and on-site visits and interviews were held with placement officers of seven colleges. Returned questionnaires from 36 placement officers plus the interview data revealed that: (1) A total of 35 chief placement officers had some graduate training, with the most frequent area of specialization being student personnel administration, (2) Only six officers had any on-the-job training or supervision, (3) Most of the students who utilize the placement service do so to find permanent or part-time jobs, (4) Of the 35 colleges, 20 made no special efforts to serve the placement needs of minority students, and (5) Fourteen colleges mentioned cooperative efforts in placement with other colleges, most of which were in the form of visits to other campuses and discussion of common problems. Recommendations were made concerning the need for adequate administrative support, providing on-the-job training, increased cooperative efforts, and conducting evaluation research on placement. (SB)

ED 076 833 VT 020 222

Family Aide Demonstration Project: Duval County, Florida. Final Report.

Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—SRS-11-57033

Pub Date 3 Feb 72

Note—9p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 214 321, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Community Services, *Demonstration Projects, Economically Disadvantaged, Job Training, *Manpower Utilization, Program Effectiveness, *Social Welfare, Social Work, Special Programs, *Subprofessionals, Task Performance

Identifiers—Florida, *Jacksonville

This report is a summary of a project utilizing subprofessionals in the field of social work. Conducted in the Jacksonville, Florida area in 1968, the project demonstrated that subprofessionals could successfully perform a wide variety of tasks formerly assigned to social workers. Although early resistance on the part of social workers was apparent, it soon disappeared and the subprofes-

sionals became indispensable to the service delivery system. Evidenced as well was an improvement in the lives of the newly-employed individuals and their families. (Author/SN)

ED 076 834 VT 020 223

Pelz, Donald C. And Others

Countermeasures for Young Drivers. Final Report.

Michigan Univ., Ann Arbor. Office of Research Administration.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No—DOT-HS-800-765

Pub Date Oct 72

Note—125p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 214 683, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Accident Prevention, *Driver Education, *High School Students, Performance Criteria, *Safety Education, Task Performance, Traffic Regulations, Traffic Safety, Workshops

In an effort to reduce the outbreak of highway crashes and citations observed among young males aged 18-19, countermeasure programs were conducted with seniors in 10 suburban high schools including 'driving workshops' conducted one day a week for six weeks under regular teachers trained by project staff. Records of 9,000 subjects, including control drivers from paired school districts, were followed over 18 months of treatment. Although average driving behavior did not change, young men were not in different to the workshops. Their accident rate rose during the first 12 months but dropped in the last six months, particularly among an 'alienated' subgroup who had poor grades and were older than their classmates. The crash rate of this alienated subgroup dropped to one-fourth the pre-treatment level. Men with good grades had stable records, and women showed neutral or adverse long-term responses. A separate program of police-sponsored assemblies had no visible effect on subsequent driving. (Author)

ED 076 835 VT 020 224

Nightwine, W. H.

Four Corners Regional Project for Vocational Education in Arizona. Final Report.

Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.

Spons Agency—Four Corners Regional Commission, Farmington, N. Mex.

Report No—FCRC-TA-111-200-012

Pub Date Aug 71

Note—12p.

Available from—National Technical Information Service, Springfield, VA 22151 (COM-73-10214, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Economically Disadvantaged, Economic Development, *Job Training, *Manpower Development, Manpower Utilization, *Program Planning, *Unemployed, Vocational Development, *Vocational Education, Vocational Training Centers

Identifiers—Arizona, *Four Corners Regional Project

Conceived in December, 1970, this project directed its efforts toward aiding in the alleviation of unemployment problems faced by the hardcore disadvantaged population of Arizona's northern and central counties. An area with a high out-of-school population lacking in job skills, this portion of Arizona was also without industries. As a means of expanding job skill training opportunities, manpower surveys were conducted and steps taken to organize activities to assist interested groups with planning efforts as well as to develop a computer-assisted instructional system. Accomplishments of the project include: (1) the establishment of training programs in two curriculum clusters in Mohave County as well as the budgeting of operational funds for a skill center, (2) documentation of the fact that little interest in skill training centers exists in Coconino County, (3) funding of a proposal to field test a computer assisted instructional system, (4) completion of statements of terminal behavior for MDTA training clusters, and (5) completion of performance objectives in basic education for MDTA training clusters as well as curriculum ladder structures for the three curriculums. (SN)

ED 076 836

VT 020 225

Seldin, Joel R.

Fulfilling the Potential of NYC-2. Dropout Prevention: A Proposed Model for Utilizing NYC-2 to Facilitate Career Education. Manpower Monograph Series on Disadvantaged Youth.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-24

Pub Date Nov 72

Note—26p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 213 986, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Alternative Schools, *Career Education, *Disadvantaged Youth, *Dropout Prevention, Educational Programs, High School Students, Job Skills, Manpower Development, *Models, Skill Development, Youth Opportunities, Youth Programs

Identifiers—*Neighborhood Youth Corps, NYC

Youth manpower programs, despite their accumulated expertise in serving disadvantaged school dropouts, have been allocated a subsidiary, compensatory role in serving those youth who experience difficulty with formal education methods. The Experimental Manpower Laboratory at Mobilization for Youth has proposed to the New York City Board of Education an alternative school in which both education and manpower services would be integrated and, thus, facilitate implementation of the career education concept. The proposed model, which is described in this report, would equip work-motivated potential school dropouts with both a marketable job skill and a high school diploma so that, on graduation, they could choose realistically between further education and employment. (Author/SB)

ED 076 837

VT 020 226

Neiswender, Lenore

Maximizing Your Training Efficiency: The Application of Behavioral Principles to Job Training. Training Manual for Work Supervisors.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-13

Pub Date Nov 72

Note—280p.; 2nd Revision

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 214 021, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Behavior Chaining, Behavior Change, Disadvantaged Groups, Job Skills, *Job Training, Manpower Development, *Manuals, Motivation, Punishment, *Reinforcement, Reinforcers, *Trainers, *Training Techniques

This training manual is designed to instruct work supervisors and skills trainers of the hard-to-employ disadvantaged in the effective utilization of behavioral reinforcement principles for overcoming difficult, frequently encountered training problems. One of its primary focuses is how to train for job-required behavioral skills such as punctuality and taking criticism. Sections of the manual contain: (1) discussion of the pros and cons of utilizing a behavioral approach, (2) a series of problem solving and "real-life" practice exercises designed to develop the techniques of reward, punishment, and shaping, which are the basic principles of the behavioral approach, (3) a description of two alternatives to the complete behavioral approach, and (4) a series of hypothetical examples designed to teach the behavioral and technical skills required in actual employment. (SB)

ED 076 838

VT 020 227

Petersen, Gene B. Drury, Thomas F.

Staffing in Manpower Training Projects. A Report from the National Inventory of Manpower Programs.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-11-71-06-7

Pub Date May 72

Note—227p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 214 169, MF \$0.95, HC \$6.75)

Document Not Available from EDRS.

Descriptors—Educational Background, *Educational Programs, Employment Practices, Employment Problems, Manpower Development, Manpower Utilization, *Personnel Data, Personnel Policy, Personnel Selection, Recruitment, *Staff Utilization, *Surveys, Work Experience

This study explores the characteristics of personnel in manpower training projects employed under contract with the U.S. Department of Labor. From the data collected, it was estimated that at the end of May 1970 about 47,000 manpower project staff members were being paid directly from contract funds, with a resultant annual cost for salaries and fringe benefits of just over 248 million dollars. Among the characteristics surveyed and discussed in this report are: (1) duties, (2) salaries, (3) employment conditions and work hours, (4) main labor force activity, (5) concurrent employment in other manpower training, (6) prior affiliation with other manpower projects as either a staff member or trainee, (7) use of paraprofessionals and non-professionals, (8) college background and formal training, (9) state or local certification, (10) duration of experience, and (11) age, race, and sex of staff members. A final section of the report is devoted to staffing problems cited by project directors, including such problems as staff recruitment and funding uncertainties. (SB)

ED 076 839

VT 020 230

An Evaluation of Manpower Services and Supportive Services to American Indians on Reservations. Final Report.

American Indian Consultants, Inc., Scottsdale, Ariz.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No.—MEL-73-09

Pub Date 20 Oct 72

Note—216p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 213 030, MF \$0.95, HC \$6.75)

Document Not Available from EDRS.

Descriptors—*American Indians, Employment Programs, Federal Programs, Job Training, *Manpower Development, *Manpower Utilization, *Program Evaluation, Special Programs, Vocational Development, Vocational Training Centers

An analysis of efforts being undertaken by the federal government to provide much needed manpower and financial resources necessary to tackle unemployment plaguing American Indians, this study inventories ten manpower services being operated on reservations. The programs and services evaluated include: (1) concentrated employment program, (2) neighborhood youth corps, (3) manpower development and training act program, (4) National Association of Business Program, (5) JOBS, (6) Public Service Careers, (7) Public Employment Program, (8) Work Incentive Program, (9) Emergency Employment Act Program, and (10) Cooperative Area Manpower Planning System. It is the hope of the researchers that the assessments obtained would provide the facts necessary for the analysis and eventual construction of a method for accelerating movement of manpower service delivery to all reservations across the U.S. (Author/SN)

ED 076 840

VT 020 231

Backer, Thomas E.

Methods of Assessing the Disadvantaged in Manpower Programs: A Review and Analysis. Final Report.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-92-06-72-07-1

Pub Date Nov 72

Note—195p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 213 167, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Aptitude Tests, Culture Free Tests, *Disadvantaged Groups, *Employment Pro-

grams, *Job Placement, *Manpower Development, *Measurement Techniques, Psychological Tests, Testing

This paper represents an attempt to draw together what is known about assessment techniques of special potential for use with the disadvantaged in manpower programs. Many traditional paper-and-pencil tests are of limited use in these programs because a great many disadvantaged persons do not have the reading skills, test-wisness, or cultural experiences necessary to perform well. In an attempt to solve this dilemma, the Manpower Administration and other agencies have sponsored research and development efforts to devise assessment tools tailored to the special needs of the culturally deprived manpower program enrollee. Although some of the tools developed involve significant breaks from the paper-and-pencil testing tradition, many still have the paper-and-pencil format but are modified in terms of item content, test structure, and directions. Suggestions are made for future directions in this regard. (Author/SN)

ED 076 841

VT 020 232

Evaluation Study of Job Development in Standard Metropolitan Statistical Areas, Volume II of II. Final Report.

Booz, Allen Public Administration Services, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No.—MEL-73-02

Pub Date 14 Sep 72

Note—140p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 213 244, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Data Analysis, Employment Programs, *Job Development, *Metropolitan Areas, *Program Effectiveness, *Program Evaluation, Statistical Data

The second part of a 2-part report on job development in selected Metropolitan areas, this document contains an overview of the methodological approach to the study as well as survey coverage, procedures followed, and development of the survey instruments. Appendices contain abstracts of the literature reviewed during the study and copies of the survey instruments. The first part of the report is available in this issue as VT 020 233. (Author)

ED 076 842

VT 020 233

Evaluation Study of Job Development in Standard Metropolitan Statistical Areas, Volume I of II. Final Report.

Booz, Allen Public Administration Services, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No.—MEL-73-02

Pub Date 14 Sep 72

Note—364p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 213 243, MF \$0.95, HC \$6.00)

Document Not Available from EDRS.

Descriptors—Employer Employee Relationship, Employment Problems, *Employment Programs, *Job Development, Management Development, Management Systems, Manpower Development, Manpower Utilization, *Metropolitan Areas, Post Secondary Education, *Program Effectiveness, *Program Evaluation, Success Factors, Vocational Adjustment

This report is one of two evaluating job development activities being carried on in 16 metropolitan areas. Programmatic activities being explored include those of: (1) The Concentrated Employment Program, (2) The Work Incentive Program, (3) Job Opportunities in the Business Sector, (4) MDTA Institutional Program, (5) The Employment Service Program, and (6) Job Corps. Analyzed are the viability and effectiveness of current job development systems, reasons why some systems are more effective than others, major problems inhibiting the success of job development, best ways of reaching employers, basic improvements needed in the systems, and the best composition of a successful job development system. Personal interviews with over 2,000 persons and administrative and program reports

in the 16 areas formed the data base for this evaluative assessment. A second report, mentioned above, is available in this issue as VT 020 232. (Author/SN)

ED 076 843 VT 020 234

Berry, Dale W. And Others

National Evaluation of Manpower Services for Veterans, Volume II of II. Inventory of Services Operated or Coordinated by National Organizations. Final Report.

Kirschner Associates, Inc., Albuquerque, N. Mex. Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No—MEL-73-03

Pub Date Oct 72

Note—206p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 213 490, MF \$0.95, HC \$6.00)

Document Not Available from EDRS.

Descriptors—*Employment Opportunities, *Employment Services, Federal Programs, Manpower Development, *Manpower Utilization, *Program Descriptions, *Veterans, Vocational Counseling, Vocational Development

This volume contains an inventory of programs of national organizations which offer manpower services to veterans of the United States Armed Forces. The programs and components described offer employment opportunities, job referrals, and employability development or counseling. The inventory presents both Federal programs and programs operated by private organizations. Programs initiated at the local level which do not have national coordination are not included. An index classifies the programs by the principal types of services offered and by special groups of veterans served. Volume I of this report is available in this issue as VT 020 235. (MF)

ED 076 844 VT 020 235

Berry, Dale W. Van Dresser, Steven L.

National Evaluation of Manpower Services for Veterans, Volume I of II. Evaluation Report. Final Report.

Kirschner Associates, Inc., Albuquerque, N. Mex. Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No—MEL-73-03

Pub Date Oct 72

Note—226p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 213 489, MF \$0.95, HC \$6.75)

Document Not Available from EDRS.

Descriptors—*Employment Services, Federal Programs, Manpower Development, *Manpower Utilization, National Programs, Program Administration, *Program Effectiveness, *Program Evaluation, Public Policy, Transfer of Training, *Veterans, Vocational Adjustment

Identifiers—*Project Transition
This is Volume I of a 2-volume report which constitutes a national evaluation of manpower services being provided to veterans primarily through the nationwide network of employment service agencies. It assesses and analyzes the nature and extent of manpower services available to veterans, the relevance and quality of the services, the effectiveness of the delivery system, and the administration of manpower services to veterans. The data were collected principally through more than 4,000 personal interviews with public officers, employers, and veterans in 25 sites nationally. Conclusions drawn from the study indicate that we do not have a comprehensive policy designed to deal with the employment problems of returning veterans. Possible solutions to these problems are outlined, involving public service employment programs or subsidized private employment programs, with the expansion of Project Transition to obviate the problem of conversion of military skills to civilian occupations. Volume II of this report is available in this issue as VT 020 234. (MF)

ED 076 845 VT 020 237

Kohen, Andrew I.

Determinants of Early Labor Market Success among Young Men: Race, Ability, Quantity and Quality of Schooling.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-82-39-72-21-5

Pub Date Jan 73

Note—270p.; Ph.D. Dissertation, Ohio State University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 214 674, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Caucasians, Discriminant Analysis, Doctoral Theses, Education, Employment Opportunities, *Labor Market, *Males, Manpower Utilization, Models, Negroes, Questionnaires, Socioeconomic Status, Statistical Analysis, *Success Factors, *Young Adults

This study examined the effects of several hypothesized determinants of early labor market success among out-of-school young men. Variables measured included: (1) success (in terms of hourly earnings), (2) social status of occupation, and (3) unemployment. Pre-hypothesized success factors upon which variables were based were: (1) socioeconomic background, (2) health, (3) race, (4) mental ability, and (5) quantity and quality of schooling. Multiple regression analyses was used to test the hypotheses. Generated in the study were estimates of the qualitative impact of current racial discrimination in the labor market based primarily upon data obtained from the 1966 file of the National Longitudinal Surveys Project whose subjects were males between the ages of 18 to 24 and who had completed at least eight years of schooling. (Author/SN)

ED 076 846 VT 020 240

Jelden, D. L., Ed.

Summaries of Studies in Industrial Arts, Trade and Industrial, and Technical Education. Dissertation Abstracts.

American Council on Industrial Arts Teacher Education, Washington, D.C.; National Association of Industrial and Technical Teacher Educators, Columbia, Mo.

Pub Date 31 Mar 73

Note—463p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Abstracts, *Annotated Bibliographies, Coordinate Indexes, *Doctoral Theses, *Educational Research, Indexes (Locators), Industrial Arts, *Industrial Education, Reference Materials, Technical Education, Trade and Industrial Education

The 366 new and/or updated abstracts of dissertations in this latest supplement are listed alphabetically by author in a loose leaf arrangement. This document and the three previous supplements (ED 037 583, ED 049 391, and ED 062 560) are designed to provide teachers, students, and administrators in industrial arts, trade and industrial education, and technical education with a single source of information regarding doctoral research completed from 1930 to the present. Each entry contains: (1) author, (2) title, (3) degree, date, and granting institution, (4) availability, and (5) an abstract containing the purpose, data sources, methodology, findings, and conclusions of the study. Also included in the supplement is a complete alphabetical listing of all abstracts by author and date and indexes of the abstracts identified in computer searches using single, double, and triple descriptors. Additional supplements are planned on an annual basis. (SB)

ED 076 847 VT 020 241

Martens, John

An Evaluation of the Selection of Disadvantaged Youth in Four Iowa Youth-Work Programs. Part II. Final Report. Research-Evaluation Component of Project I-TRY (Iowa Training and Retraining of Youth).

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Spons Agency—Iowa State Manpower Development Council, Des Moines.

Pub Date Jul 69

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Employment Opportunities, Employment Programs, Family Background, Family Income, Family Structure, Individual Characteristics, *Program Effectiveness, *Program Evaluation, Summer Programs, *Youth Employment, *Youth Programs

Identifiers—Iowa, *Project Iowa Training and Retraining of Youth, Project ITRY

At the urging of the governor of Iowa, private business and industry plus interested citizens organized and funded four Project Iowa Training and Retraining of Youth (Project I-TRY) programs in many Iowa cities during the summers of 1967 and 1968. In assessing the effectiveness of the programs in reaching and selecting disadvantaged youth, analysis was made of: (1) personal and family characteristics of enrollees plus those who applied for employment but were not accepted, and (2) comparisons of family incomes as reported by the Iowa State Department of Revenue with the family income-family size guidelines for the various programs. The results revealed that a large portion of the enrollees in Project I-TRY programs were disadvantaged as indicated by such characteristics as coming from households with over six members and from families receiving welfare payments. The enrollees who were not economically disadvantaged according to the family income-family size guidelines were admitted to the programs because of special circumstances, such as personal, discipline, and family problems. Though 1,100 youth experienced employment, the Project I-TRY and other youth employment programs were inadequate in that many young people in these cities were still unemployed. A related report is available as VT 020 242 in this issue. (SB)

ED 076 848 VT 020 242

Palomba, Neil A. And Others

Description and Evaluation of Program; Characteristics and Followup of Participants, and Program Recommendations. Part III. Final Report. Research-Evaluation Component of Project I-TRY (Iowa Training and Retraining of Youth).

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Spons Agency—Iowa State Manpower Development Council, Des Moines.

Pub Date Jul 69

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Youth, Employment Opportunities, Employment Programs, Family Background, Individual Characteristics, *Program Descriptions, Program Effectiveness, *Program Evaluation, *Youth Employment, *Youth Programs

Identifiers—Iowa, *Project Iowa Training and Retraining of Youth, Project ITRY

At the urging of the governor of Iowa, private business and industry plus interested citizens organized and funded Project Iowa Training and Retraining of Youth (Project I-TRY) programs in many Iowa cities during the summers of 1967 and 1968 and during the 1968-1969 school year. The program gave youth from low and marginal income families a meaningful work experience, counseling, and training. They worked seven hours, four days a week, attended classes four hours a week, and were paid \$1.25 per hour for both work and classes. This report contains: (1) descriptions of four Project I-TRY summer programs and five Project I-TRY year-round programs, (2) results of an internal evaluation of two Project I-TRY summer programs, (3) a summary of the supervisors' opinions of the four Project I-TRY summer programs, (4) a discussion of participant characteristics and the effectiveness of the Project I-TRY summer and year-round programs, and (5) recommendations for future youth work programs. An evaluation of four Project I-TRY summer programs is available as VT 020 241 in this issue. (SB)

ED 076 849 VT 020 311

Forward Plan for Career Education Research and Development. Draft for Discussion.

National Inst. of Education (DHEW), Washington, D.C. Career Education Task Force.

Pub Date Apr 73

Note—224p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adult Vocational Education, *Career Education, Educational Development, Elementary Grades, *Models, National Organizations, Post Secondary Education, Program Development, Program Evaluation, *Program Planning, Psychological Needs, *Research Methodology, Secondary Grades

Identifiers—*National Institute of Education, NIE
The National Institute of Education (NIE) suggests a plan for national leadership and support of more comprehensive research and development (R. & D.) in the field of career education. The draft plan relies heavily upon suggestions

from study teams in the development of a conceptual framework for career education, and in outlining strategies for strengthening programmatic efforts. The initial emphasis for the NIE career education R. & D. program will be the responsiveness of career education to the problems people experience in finding the right jobs and advancing within them. In defining career education as the development of knowledge and of special and general abilities to help individuals and groups interact with the economic sector, NIE emphasizes that both economic and psychological incomes from employment comprise the long-term outcomes which will be studied. The limited R. & D. resources available will be directed at two target groups most affected by problems of career entry and progression: youth and mid-career adults, particularly women. The four present career education models are examined for current and projected integration into the overall NIE program, and examples are given of suggested projects for

research, policy analyses, program development, experimentation, dissemination, evaluation and/or field studies in career education. (DE)

ED 076 850

VT 024 049

Maxwell, Gerald W., Ed. Winnett, William L., Ed.

Relevance in the Education of Today's Business Student. National Business Education Yearbook, No. 11.

National Business Education Association, Washington, D.C.

Pub Date 73

Note—293p.

Available from—National Business Education Association, Dulles International Airport, P.O. Box 17402, Washington, D.C. 20041 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Business Education, Business Education Teachers, College Students, Employer Attitudes, Entry Workers, *Office Occupations Education, Parent Reaction, *Program At-

titudes, *Relevance (Education), Secondary School Students, Student Reaction, Teacher Attitudes, Work Attitudes, *Yearbooks

The current emphasis in education is on career education and exploring the most effective means for preparing youth to become self-fulfilled and contributing members of society. The major factor leading to this educational priority is the increasing demand for relevance in the entire educational structure. This Yearbook was prepared within the conceptual framework of relevance. Its basic theme is dialogue between business educators and those segments of society most concerned with business education: the students themselves, parents, entry-level employees, teachers and supervisory personnel, members of the business community, and other community leaders. Each chapter contains a set of interview transcripts followed by a reaction statement by a business educator. The last chapter presents the editors' reactions to the dialogues and to business education as it moves closer to relevance. (MF)

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ED 013 371

Abstract Reasoning

Lateral Thinking; Creativity Step by Step.
ED 075 989//

Abstracts

Annotated Bibliography of the Advanced Systems Division Reports (1950-1972).

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Creativity: A Positive of Young Children. (Paper and Abstract Bibliography).

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The Study of Self Concept in Young Children: An Annotated Bibliography.

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Summaries of Studies in Agricultural Education, Central Region. 1971-72.

ED 076 800

Summaries of Studies in Industrial Arts, Trade and Industrial, and Technical Education. Dissertation Abstracts.

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Young Children with Handicaps: Part III, Educable and Trainable Mentally Handicapped. An Abstract Bibliography.

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An Analysis of Three Methods of Teaching English on the Attitude and Achievement of Educationally Deprived Students.

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The Comparative Effects of Two Laboratory Approaches on Informational Achievement, Informational Retention and Attitudes in Wood Technology at the College Level.

ED 076 780//

Comparative Validation of a Direct and an Indirect Measure of Academic Self-Confidence.

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The Effect of Contiguity on Informational Achievement and Psychomotor Performance.

ED 076 770//

Effects of Teachers' Cognitive Demand Styles on Pupil Learning.

ED 076 566

Ethnicity and Mobility Orientations: A Study of the Mexican-Americans of Southern Colorado.

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Evaluating Classroom Progress.

ED 076 652

An Evaluation of the Pass-Fail Grading Policy at UW-Stevens Point.

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The Evaluation of the School-Community Agents Project, 1971-1972.

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The Identification of an Educational Production Function by Experimental Means.

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Independence Training and School Achievement: A Study of Parental Attitudes and Expectations as Related to Children's Elementary School Success.

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The Interaction of Divergence and Convergence of Students and Teachers with Personality and Instructional Variables Affecting Educational Outcomes.

ED 075 744

Measuring Teacher Effects on Pupil Achievement.

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Pass-Fail: How Is It Working?

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Prediction of Achievement with Measures of Learning, Social Behavior, Sex and Intelligence.

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Predictors of Graduation From College.

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The Relation of Teacher's Questions in Microteaching and Microcourses to Student Achievement and Rating of the Teacher.

ED 076 571

Self Concept: An Annotated Bibliography of Selected ERIC References. ERIC-IRCD Urban Disadvantaged Series, Number 32, June 1973.

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Socioeconomic Background and Returns to Education. Working Paper 72-31.

ED 076 727

A Study of the Effects of Two Evaluation/Reward Grading Systems on Cognition Performance in College Biology.

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Teacher Behavior and Student Achievement in the Bereiter-Engelmann Follow-Through Program.

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The Relationship of Aptitude Test School Means and School Socioeconomic Characteristics to Achievement Test School Means.

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Academic Performance

Tertiary Education Entrance Project: Interim Report on the Evaluation of the T.E.E.P. Series A Test Battery.

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An Investigation of the Relationship between Colleague Rating, Student Rating, Research Productivity, and Academic Rank in Rating Instructional Effectiveness.

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Accelerated Courses

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Acceleration

Educational Facilitation for Mathematically and Scientifically Precocious Youth.

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Accident Prevention

Countermeasures for Young Drivers. Final Report.

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Strand V: Education for Survival. Safety Education. Health Curriculum Materials. Grades 7-9.

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Accidents

Expressway and Freeway Emergencies. California Fire Service Training Program.

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Youth Camp Safety Standards. Hearings before the Select Subcommittee on Labor of the Committee on Education and Labor. House of Representatives. Ninety-Second Congress, First Session on H. R. 1264. H. R. 2302, H. R. 6055, H. R. 6493, and H. R. 8499.

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Costing Principles in Higher Education and Their Application (First Revision).

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Public or Parish: A Study of Differences in Acculturation of Franco American Schoolchildren.

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Attitudes and Perceptions of Elementary Mathematics Possessed by Third and Sixth Grade Teachers as Related to Student Attitude and Achievement in Mathematics.

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- Concept of Self and Mathematics Achievement. ED 076 375//
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- Communication and Student Unrest: A Report to the President of the University of New Mexico; Part II: University-Public Channels. ED 075 869
- Urban Citizens' Opinions about a Campus Disturbance and Their Attitudes about Campus Dissent. Volume 13, Number 3. ED 076 116
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- The Coping Analysis Schedule for Educational Settings (Cases). ED 076 694
- Adjustment Problems**
- Migration and the Socioeconomic Adjustment of Households Left Behind in the Ozarks. ED 076 279
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- This is NHK '73. ED 075 997
- Administrative Change**
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- Administrative Organization**
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- Changing a Community College. ED 076 184
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- Notes on the 1972 Conference for New Science Department Chairmen at Private Institutions. ED 076 142
- Notes on the 1972 Conference for New Science Department Chairmen at Public Institutions. ED 076 143
- Organization and Function in Large City Research Bureaus. ED 076 601
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- The Founding of Technologically-Based Firms. ED 076 773
- Inside the Management Team. A Study of Management Team Patterns of School Organizations Including the Role of the Superintendent, Decisionmaking and the Professional Welfare of Administrators. Research Monograph No. 1. ED 075 923//
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- Notes on the 1972 Conference for New Science Department Chairmen at Private Institutions. ED 076 142
- Notes on the 1972 Conference for New Science Department Chairmen at Public Institutions. ED 076 143
- School Leadership. Report Number Seven. Commission on Public School Personnel Policies in Ohio. ED 076 499
- A Study of the Education Professions Development Act Training Programs for Higher Education Personnel, Volume I: Introduction and Summary of Findings. Final Report. ED 076 170
- A Study of the Education Professions Development Act Training Programs for Higher Education Personnel, Volume II: Current Training Needs. Final Report. ED 076 171
- A Study of the Education Professions Development Act Training Programs for Higher Education Personnel, Volume III: The EPDA V-E Training Programs. Final Report. ED 076 172
- Administrative Policy**
- Does Governance Make a Difference? ED 076 139
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- The Analytical Pragmatic Structure of Procedural Due Process: A Framework for Inquiry in Administrative Decision Making. ED 075 949
- An Investigation into Student Teacher Problems during Practice Teaching. ED 076 578
- A Summary of Issues and State Legislation Related to the Education of Handicapped Children in 1972. ED 075 979
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- Adult Basic Education National Teacher Training Study. Part III: Survey of Needs. ED 075 702
- Evaluation of Instructional Television. Principal Form. ED 076 620//
- Evaluation of Instructional Television. Curriculum Directors Supervisors Form. ED 076 621//
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- Black and Other Minority Admissions to Large Universities: A Four Year National Survey of Policies and Outcomes. ED 075 740

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- Adult Education**
- Communications and Society; Summary Report On The Conference On The Cable and Continuing Education. ED 076 008
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- Pioneering a Profession in Canada. Graduate Study in Adult Education at the University of British Columbia 1961-1972. ED 075 712
- Postsecondary Career Education. ED 076 756//
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- The Attainment of Conservation of Mass, Weight, and Volume in Minimally Educated Adults. ED 076 323//
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- Analysis of Word Frequencies in the Spoken Language of Adult Black Illiterates. Final Report. ED 075 716
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- Education and Training, Ten Years of Progress. Annual Report. ED 075 707
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- Vocational Rehabilitation of Disabled Public Assistance Clients. Final Report. ED 075 718//
- Advisory Committees**
- Annual Report to The President and to the Council on Environmental Quality for the Year Ending May 1972. ED 076 429
- California Advisory Council on Vocational Education and Technical Training Third Annual Report. Fiscal Year 1971-72. ED 076 789
- Maryland Advisory Council on Vocational-Technical Education Third Annual Evaluation Report, 1972. ED 076 801
- Move In '72. Missouri Advisory Council on Vocational Education Third Annual Report, December, 1972. ED 076 792
- Aerospace Education**
- A Status Report of Aviation and Aerospace Education in California. ED 076 363
- Aerospace Materials Information Center**
- The Use of Selected Portions of Technical Documents as Sources of Index Terms and Effect on Input Costs and Retrieval Effectiveness. ED 076 211
- Aesthetic Education**
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- An Analysis of Arithmetic, Linguistic, and Algebraic Structural Variables That Contribute to Problem Solving Difficulty in Algebra Word Problems. ED 076 433
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- The Development, Implementation and Evaluation of a Pilot Program of Computer-Assisted Instruction for Urban High Schools: General Mathematics and Algebra I. Summary Report. ED 076 053

Alternative Schools

Fulfilling the Potential of NYC-2. Dropout Prevention: A Proposed Model for Utilizing NYC-2 to Facilitate Career Education. Manpower Monograph Series on Disadvantaged Youth.

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Strengthening Navajo Education.

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The Overprediction Phenomenon among Black Collegians: Some Preliminary Considerations.

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American Educational Studies Association

A System Approach for a Disciplined Organization of a Social Foundations of Education Course.

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American Government (Course)

Politics and Participation. An Alternative Approach to the Study of Politics and Government in Senior High Schools. Occasional Paper No. 4.

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Creating Independence, 1763-1789; A Selected Annotated Bibliography.

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Language in American Indian Education.

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Colorado State University (CSU) American Indian Adult Basic Education Teacher and Teacher Aide Training Project. Terminal Report June 30, 1971-December 31, 1972.

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A Compilation of Laws Pertaining to Indians. State of Maine.

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An Evaluation of Manpower Services and Supportive Services to American Indians on Reservations. Final Report.

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Evaluation of Navajo Community College, Summary. Final Report June, 1971.

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An Evaluation of the Johnson-O'Malley Program: Muskogee Area, Bureau of Indian Affairs.

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The History of the Education of the Alaskan Eskimo.

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The Indian in the Classroom: Readings for the Teacher with Indian Students.

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Indian Parent Involvement in Education: A Basic Source Book.

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Human Language, Unit II: Language Curriculum, Level C [Grade Three]; Teacher's Guide.

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American Dissertations on Foreign Education. A Bibliography with Abstracts. Volume III, Japan.

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The Best of ERIC: Recent Trends in Computer Assisted Instruction.

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Bibliography of Resources in Jewish Special Education.

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Readability and Reading. An Annotated Bibliography. 1971 Revision.

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Young Children with Handicaps: Part III, Educable and Trainable Mentally Handicapped. An Abstract Bibliography.

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California Advisory Council on Vocational Education and Technical Training Third Annual Report. Fiscal Year 1971-72.

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HE — Higher Education
JC — Junior Colleges

LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through September 1973 issues of *Research in Education (RIE)*:

ADMISSIONS COUNSELORS 380

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

Alternative Futures

USE FUTURES (OF SOCIETY)

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g. student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldive Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUBANS 380

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size

Diplomacy

USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260

SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

UF Dissensus

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

EDITING 080

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.

UF Copyediting

EDITORIALS 050

EDUCATIONAL ANTHROPOLOGY 480

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EXTERNAL DEGREE PROGRAMS 140

UF Extended University
Open University
University Without Walls

FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Future Studies

USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480

UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism

USE FUTURES (OF SOCIETY)

Futuristics

USE FUTURES (OF SOCIETY)

Futurology

USE FUTURES (OF SOCIETY)

HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

HYBRID AIR STRUCTURES 210

SN Air structures (either air cushions or frame-stabilized structures) which

combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior

USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

UF War Crimes

INTERNATIONAL LAW 230

UF International Legal Analysis
International Torts
Law of Nations

International Policy

USE FOREIGN POLICY

International Politics

USE FOREIGN RELATIONS

Iron Deficiency Anemia

USE ANEMIA

ITEM BANKS 520

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.

UF Item Pools

Labor Demand

USE MANPOWER NEEDS

LAND ACQUISITION 020

LAYOUT (PUBLICATIONS) 030

UF Format (publications)

LEAD POISONING 250

Lifelong Integrated Learning

USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420

SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.

UF Internal External Locus of Control.

LUNAR RESEARCH 450

SN Scientific activities designed to provide information about the origin, structure and properties of the moon.

UF Lunar Exploration

MATRICES 340

MECHANICS (PHYSICS) 400

SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.

UF Classical Mechanics

MERIT PAY 220

MEXICANS 380

SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

USE FOREIGN POLICY

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130

SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190

SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NEUROLINGUISTICS 290

SN A branch of linguistic science relating language behavior to the neurological sciences.

NONFORMAL EDUCATION 140

SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380

SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.

UF Off Reservation American Indians

OBSERVATIONAL LEARNING 310

SN Behavioral effect on the learner resulting from the observation of a model.

UF Imitative Learning

OPEN EDUCATION 140

UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020

SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

PARANOID BEHAVIOR 420

SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140

SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220

PEACE 480

UF International Peace
World Peace

PEER COUNSELING 090

SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PHONEME GRAPHEME CORRESPONDENCE 290

SN Relationship between speech sound (phoneme) and written symbol (grapheme).

UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PLANNING (FACILITIES) 020

UF Facilities Planning

PNEUMATIC FORMS 210

SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380

POPULATION EDUCATION 140

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380

PROPERTY TAXES 230

UF Ad Valorem Tax

PUNISHMENT 310

PUPPETRY 030

UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210

UF Nonpermanent Facilities

REVENUE SHARING 220

SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—include functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480

- UF Discrimination (Sex)
- Sex Bias
- Sex Prejudice

SI Units

- USE METRIC SYSTEM

Sickle Cell Anemia

- USE ANEMIA

SOCIAL STRATIFICATION 490**SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STUDENT RESPONSIBILITY 040****TEACHER DISCIPLINE 020**

- SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020**TIMEOUT 420**

- SN Period of time in which no positive

reinforcers are available, e.g., isolation in a small room.

TREATIES 230

- SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470

- SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

- USE SYNTAX

VISUAL AIDS 050

- UF Visual Equipment
- Visual Instrumentation
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VISUAL LITERACY 010

- SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

WAR 480

- UF Civil War
- Conventional Warfare
- Guerilla Warfare
- International War
- Unconventional Warfare

WASTE DISPOSAL 410

- SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460

- SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
- UF Litter
- Refuse

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- UF Female Studies

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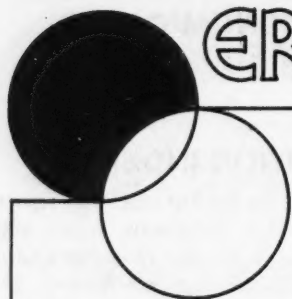
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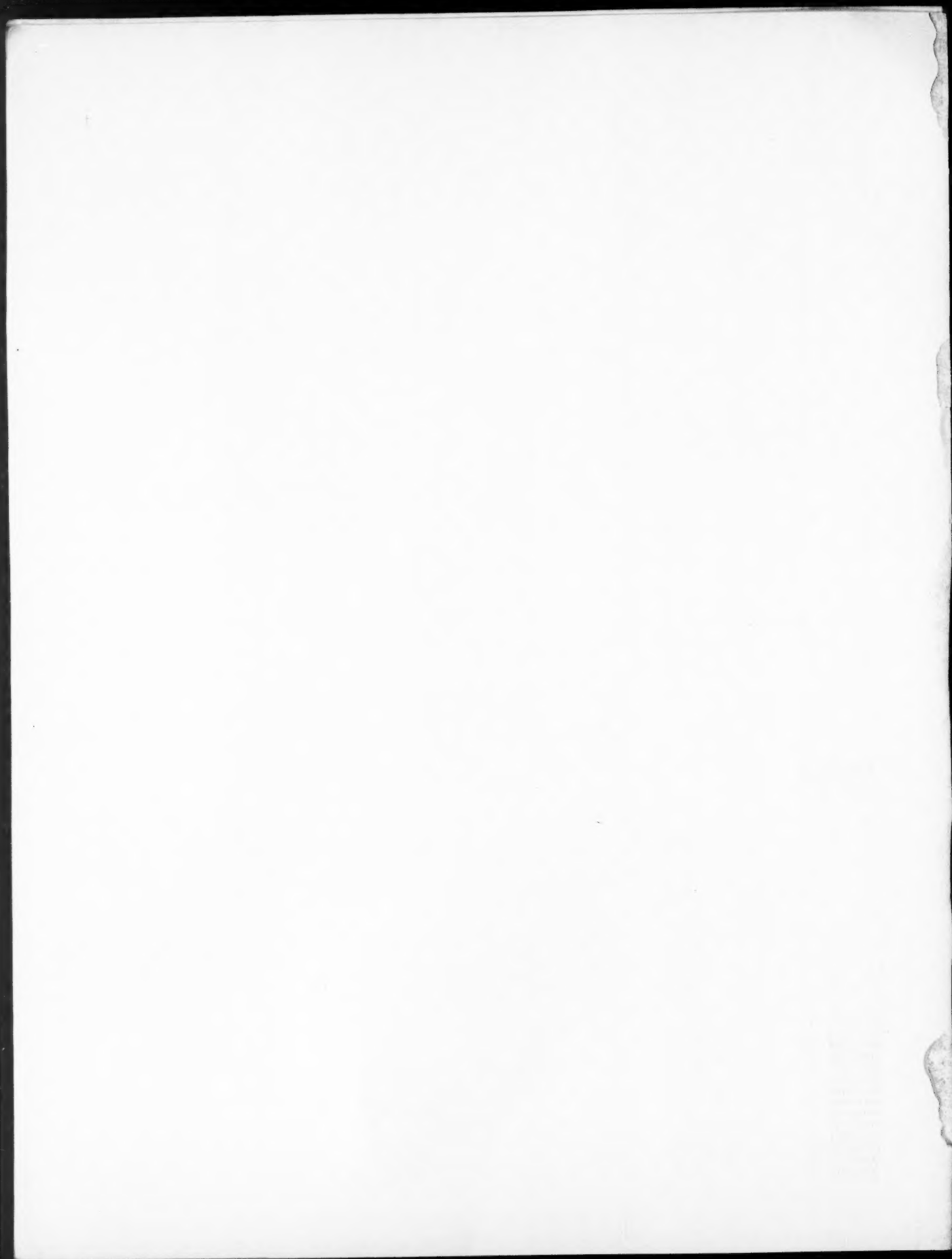
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